THE TIGER

EVERY STUDENT
NUMBER

1920

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THE TIGER

EVERY STUDENT NUMBER

PUBLISHED BY THE CLASS OF 1920

SOUTH HIGH SCHOOL

MINNEAPOLIS, MINNESOTA

VOLUME TEN

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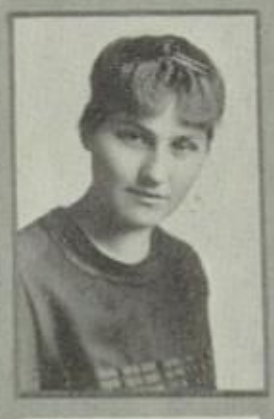

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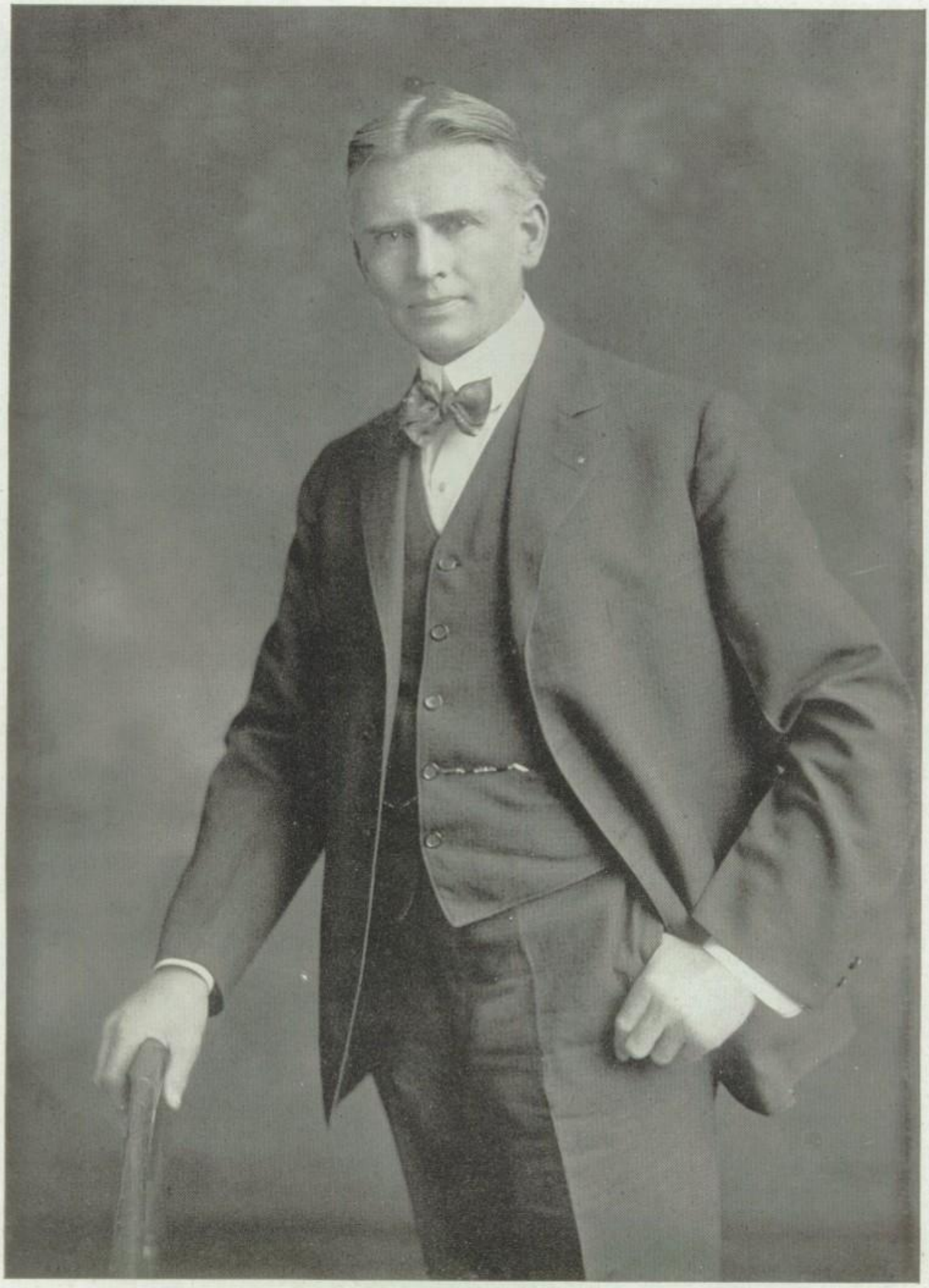


JOSEPH JORGENS

"Where There Is No Vision the People Perish"

The pavilion at Lake Harriet with its beautiful commanding view nearly marks the spot where, in 1836, stood a small log cabin—the first school house in what is now Minneapolis. The historian of the time tells us there was no floor but the bare ground; stumps of trees were the chairs.

The first school in territorial Minnesota, not connected with missions, was on the site of the First Presbyterian Church in St. Paul—a little log hovel, covered with bark and chinked with mud, previously used as a blacksmith shop. It had but one room about ten by twelve feet. The seats were planks chucked in the cracks of the log walls; the teacher's desk was a rickety cross-legged table; the ornamental curiosity of the room, a hen's nest in the corner.

My own first recollection of a village school is that of a room filled with sixty pupils. A big stove on one side of the room toasted and roasted those who were near it; the pupils on the farther side shivered with cold. The room during the arithmetic recitation was so full of chalk dust that one could almost cut the atmosphere. The ventilation of the room was supposedly carried on through little openings, the size of mouse holes, bored in the mop boards. The teacher was a man who threatened to break every bone in the body with an old hickory stick if the culprit did not behave, and on one or two occasions he nearly carried out his threat.

As one views these pictures, and then thinks of improved school methods and of our magnificent buildings with modern technical equipments, laboratories, libraries, and capacious assembly halls, accommodating thousands at a time, one is filled with amazement at the progress made even in the span of a life. The grandfather rode in a creaking cart drawn by a team of oxen; his grandson rides in a high power motor car, he even essays the wings of the wind—the aeroplane. In our fathers' time the three "R's" were sufficient; today, a preparation for all the needs in a highly complex life is paramount and necessary. So, along with the molding of the spirit and the fashioning of the physical well-being, we are striving to fit the youth to his vocation, to his trade, and to his profession. We are even encroaching on the traditional rights and precincts of the University and the College by appropriating the work of the first two years.

I wish I could vision for you the still greater strides that are to be made in our state and in our nation. As to our local community, I have been dreaming for the past ten years of a great high school for South to be built on the banks of the Mississippi, facing not only the wide expanse of the river but surrounded by the charming natural parks of the city, with a big, big bowl hollowed out of the bank—a stadium that is right, where fifty thousand people could enjoy the great outdoors, the classic theatre, the Greek games—better still, the American games, the boat races, the tremendous chorus, the opera,

and the forensic. In my imagination I can see a massive classic scholastic castle silhouetted against the eastern sky obscuring even that friendly city on the other bank. I can see at the end of the vista between the stately trees, by the sheen of the moon playing beneath the beam of the speeding bark, the South High crew in her fine new racing shell coming home from its run on the course. It is a great picture I have all to myself and so, too, I fear, darkling in its loneliness, is the fabric of my dream.

JOSEPH JORGENS.

With the Editors

The Every Student Tiger

After several years of travel over the globe, spreading the great ideas of Liberty, Democracy, and Victory, the Tiger has come back to South High to devote itself to Every Student. It aims to describe to the students their own life at South High School.

The Tiger Board hopes that the Every Student Tiger brings out two great ideas:

FIRST—That we have democracy along educational lines. Any one walking through the halls of South High or looking over the pages of the Every Student Tiger may observe Every Student, during one period at the forge, learning to form tools out of the raw material. The next period he may be seen in a Virgil class, following Aeneas from Troy to Italia; or in a French class striving to comprendre et de se servir de la langue de Molière et de Foch.

SECOND—That democracy is not confined to the curriculum, but is also evidenced in school activities. For instance: any student, who is worthy of being called by that term, may have an opportunity to work on the Southerner, our school paper; or on the Tiger, our school annual. If he is a good English student, he is eligible to become a member of any of the literary clubs, such as Inkpah and Meridian. Or, if he is interested in foreign literature and history, he may join any of those organizations, as the Edda, Spanish or Le Cercle Français.

To our educational and cultural activities are added the physical activities. Therefore, students may go in for football, gymnastics, track, basketball, or volley ball—winning their places entirely on their own merit—by their own individuality entirely. If Every Student can sing with some talent, he may add to his own and others' pleasures by joining the Glee clubs, which furnish, perhaps, some of our most enjoyed entertainment.

These are the big ideas the Every Student Tiger aspires to explain to its readers so that a student of 1945, looking over the dusty pages of the 1920 records, may say with true idealism, "They had Democracy for every student: and every student was for Democracy."

ALMIRA W. HOPPE.

The Changing Order

The student looking about him notices three changes in the school year. These changes have been made to give a greater opportunity to the student, and to put the school year on a more progressive basis.

The first change we notice is from the old two semester plan to the three quarter system. The three quarter system with summer school will be practically the same as the all year school plan. A student who is compelled to stay out of school for some reason can register at the end of three months and take up the work where he left it, where before he would have to wait for six months. Also a student who cannot afford to waste any time can make high school in three years by going all four quarters, and, on the other hand, a student who is weak and fails, will have to stay only three months to make up his work. Students can enter the University three times a year, and both the high schools and the University can accommodate a larger number of students. There will also be fewer members in each class and the teacher can give more individual attention to the weak pupils. Statistics show that it costs fifty-four dollars to keep one pupil in school for one term. So by reducing the number of failures it will be a great public saving.

The second change is from two graduations during the year to one graduation, in which the talent of all three classes will be represented. The one graduation will establish a uniform classification of the graduates.

The third change is in the marking system. Tests have been taken from one hundred people and it has been found that 5% of these are far above the average and these are called "A" students; 20% are above the average and are called "B's"; but the great majority or 50% average and these are called "C's"; while 20% are below the average and are called "D's"; and 5% are failures. This new system is being tried out in the never ceasing effort to discover the best conditions for the success of Every Student.

RALPH BRASTAD.

School Spirit

During the last year or two, student, teacher, and casual observer all became aware of the fact that school spirit was dormant. The glory of achievement did not cause so much stir and pride as in earlier years; the

school was becoming "dead"; and, worst of all, a lack of interest crept into the students.

No, we are not speaking of South High alone. We speak of the schools of the nation. It is not a local disease. Perhaps almost every school editor in the country has at some time pleaded for a change in school spirit.

School spirit is to the school what patriotism is to the nation. It is our school, right or wrong. Never, perhaps, was there greater need for true school spirit, both for the school and for the country. America, torn between the Americanization of countless foreigners and the reorganization of post-war times, needs all of the patriotism we can muster. That spirit is fostered in school spirit.

The reason for this recent drop in school spirit is easily discovered—and it is both logical and natural. Every American has three shrines: God, school, and country. God should pervade his whole life. The school and the nation come in periods.

The average student of high school is not personally implicated in the affairs of the government. His more personal patriotism is naturally directed to the school. This is school spirit. The man, out of touch with the school, gives his patriotism wholly to the country.

When the war broke out, the mind of every true American was drawn from his petty, personal interests to the pressing needs of the nation. Love of country predominated all things and among them, school spirit.

Then came the end, bringing with it the present social, political and economic unrest. Who could expect the world, let alone the high school, to pass through this period without a loss somewhere? In the school the loss is in spirit.

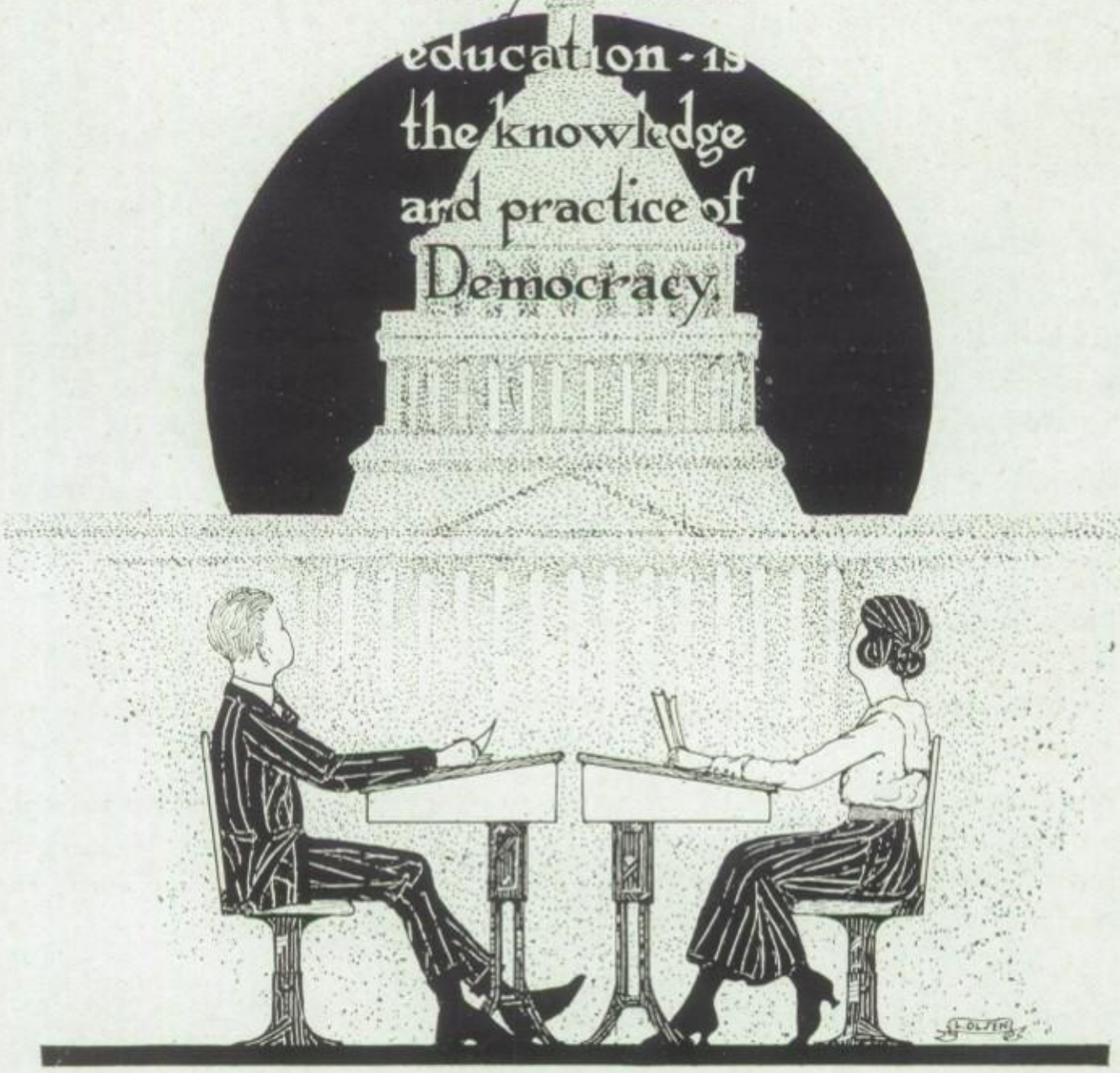
We are positively certain that, when the world has settled down into the routine and calm of peace, the school spirit will rise and again become the dominating spirit in the heart of Every Student. Even now its old force can be felt rising and asserting itself.

From school life now, one cannot judge the meaning of school spirit. It is a thing that must grow—yet not without the help of Every Student. It is school spirit which spurs on the athlete to come out in glory for the honor of the school; it prompts clean living for the honor of the school; it demands fair play to the opponent, for the honor of the school; and it calls the student to live an honorable life, for the honor of the school.

THEODORE SCHIMELPFENIG.

THE EDUCATION of EVERY STUDENT

The true end of every student's education - is the knowledge and practice of Democracy.



SOUTH HIGH SCHOOL.

Every Student Speaks

It is I, Every Student, who speak, I who came to South High four years past, prepared through twice that time in the lower grades. I was closely attended by my boon companions, Timidity and Obscurity.

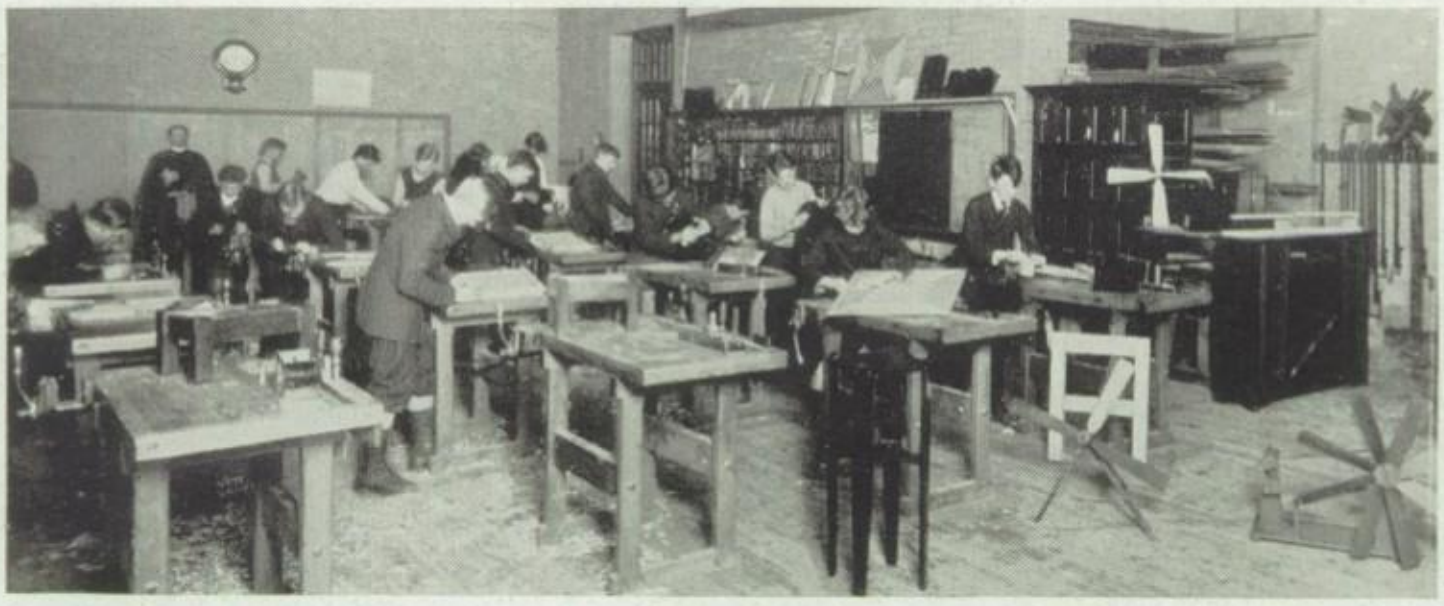
At first my acquaintance was limited to those two, but not for long. At the end of my first year, my friends, if such they were, left me to associate with newer Freshmen. Nor did I miss them, for in their place came Fellowship. Through him I became more intimately acquainted with my fellow students and came to like them more. Although his mood changes, we are still friends.

From the first I was hounded and much worried by a fellow called Study. All through the years he has forced me into his power. Not seeing the reason for his tyranny, I resented him. Now I realize what his discipline has done for all. He tells me that when I leave school, I shall be attended by his mother, Ambition.

The years passed seem now like days. The work, oppressive then, now seems like play. As I look back upon those years, these pictures, pressed on memory's page, return.

Here am I, Every Student, at the beginning of my career in the schools of South Minneapolis. As I sit before my kindergarten teacher at the Minnehaha School, I am ready for a story full of princesses and bears and candy. I am too little to know that the first twelve years of one's education are the hardest. All that I learn here is sugar-coated.

I do not wait for South High to teach me sewing. Long before I get there, I shall have learned the first rules, for here at the Adams School we are learning the mysteries of French hems and buttonholes.



And while the girls are learning that, I am mastering the first steps in manual training. When I reach South High, I shall be on pounding terms with a hammer.

Also I begin to study the housewifely arts at the Corcoran School. So expert have I become that I am allowed to prepare luncheon for that sacred person, teacher. And she is not only still alive, but she is a better teacher than ever.

My growing body is strengthened and trained in Gym work at the Irving. Here am I being put into form for football and basketball glory at South High. Trunk movements, arm and leg exercises all do their bit to that end.

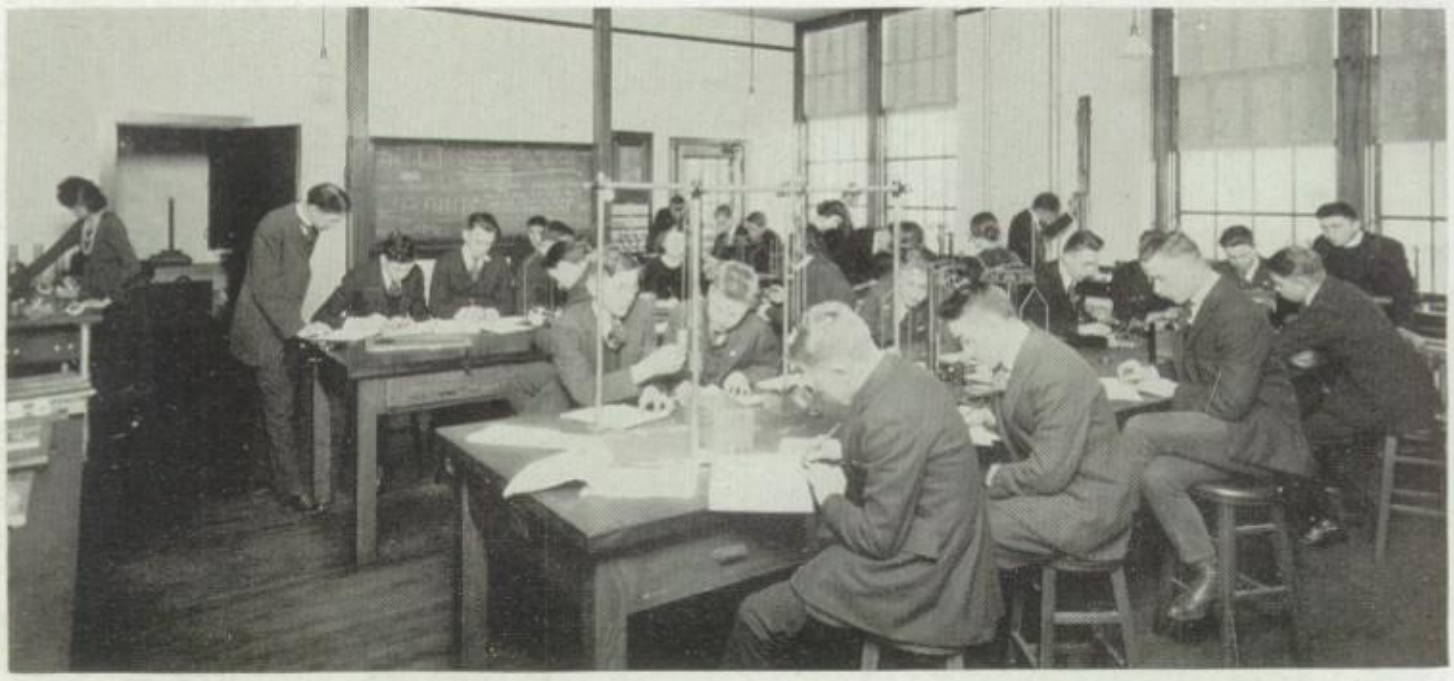
At last I am ready for High School, for I am now a finishing eighth grader at the Johnson School. I am looking forward to the larger school life one will find there in which there will be more teachers, more subjects, more students, large halls, an immense lunchroom. . . . Shall I survive it all and get larger marks?

THE NEW LONGFELLOW SCHOOL

All roads lead to South High School from the Adams, Corcoran, Simmons, Irving, Greeley, Garfield, Longfellow, Minnehaha, Jackson, Bancroft, Johnson, and the Seward Junior High School. Along one of these roads I have traveled for eight years or so on my way to that immense institution at Cedar Avenue and Twenty-fourth Street.

Botany teaches me the principles of Horticulture and Plant Industry. In the winter season I study hothouse methods in the greenhouse. During the spring I learn flower and vegetable gardening outdoors. If I should finally decide to be a farmer, I shall have laid the foundation for a course in an agricultural school.

THE TIGER
PLAYS



And now I enter into my Physics class. Here Hard Mathematics and Awkward Handling of Apparatus seek to discourage me and to cause me to fail. If I persevere to the end, I shall succeed. Accuracy and Neatness and Knowledge of the Laws that govern the physical world about me will be my reward.

In Chemistry I struggle first with new names and new terms. I am tempted by Cocksureness to accept what I have not proved. I learn to observe accurately and to handle apparatus with skill; also to draw conclusions from my own independent thinking.

Behold me, Every Student, in Public Speaking rising to make a speech. Diffidence and Lack of Interest were my enemies. These I have conquered with the Will to Convince and Self-Confidence.

In Drama Class I and the others are our own actors. Here we are acting "You Never Can Tell." At first Shyness and Inexpressiveness so beset us that we never could tell whether we should survive, but we did. Now we are girt with Self-Possession and Readiness of Thought and Action.

Then comes a pause in the day's occupations when we eat lunch, eighteen hundred of us, strong. It is the great adventure to go down that line, select one's food, pay for one's lunch, and find a place at the crowded tables. You must watch your step or your soup will capsize and your sandwiches be lost overboard.

Some of us prepare the midday repast for Every Student's teachers. Observe the counter, laden with good things to eat. Presently the faculty will arrive, and you may behold them gazing rapturously at the menu posted at the door, seeking what they may devour.

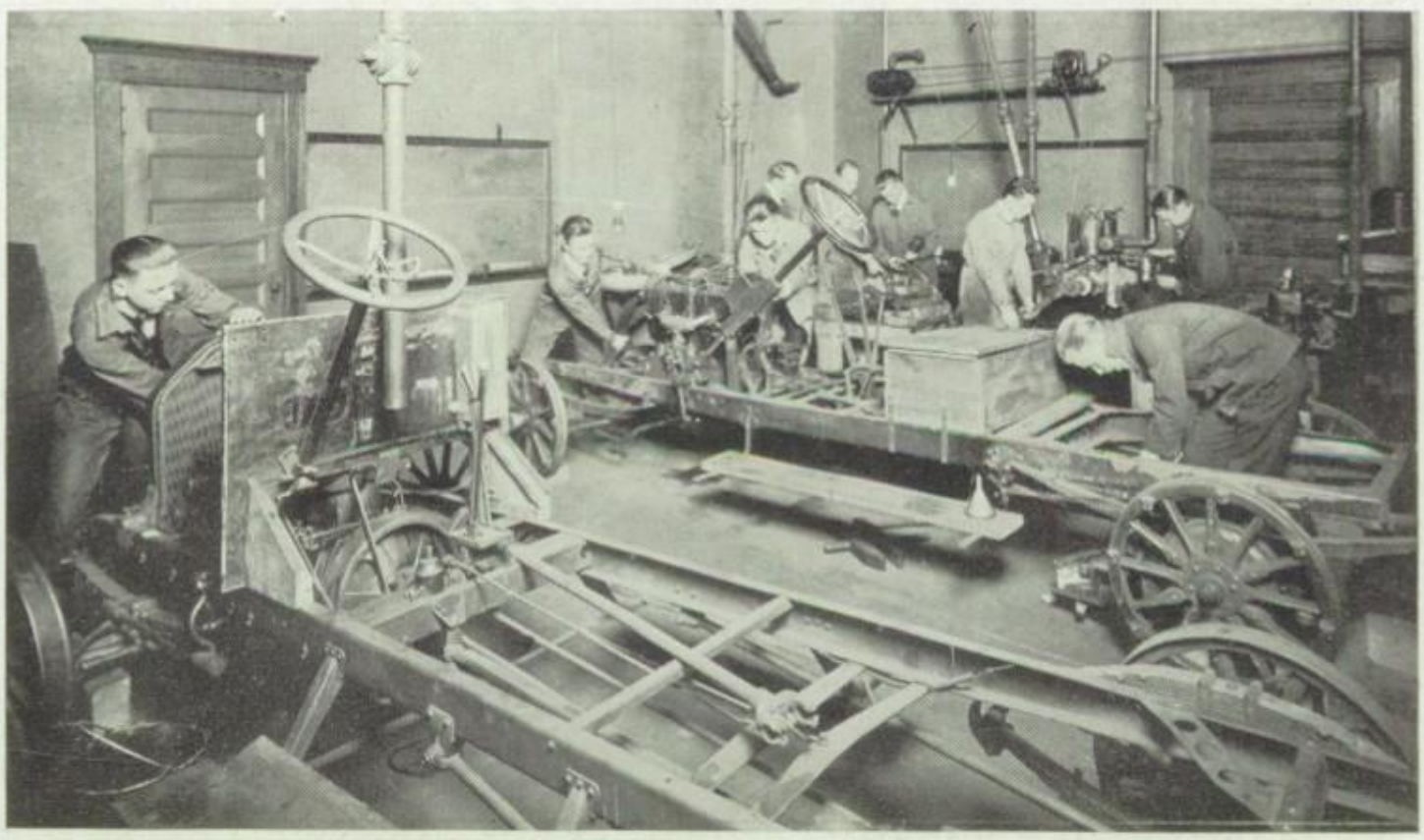
Through two periods of constant application, I learn concentration and the ability to do sustained work. When I have completed Advanced Bookkeeping, I shall have a real working knowledge of the subject.

Here we learn writing that has an advantage over most writing in that it may be read—Business Penmanship. It is hard work at first. We must learn that exact rules govern it. With Concentration's help we succeed.

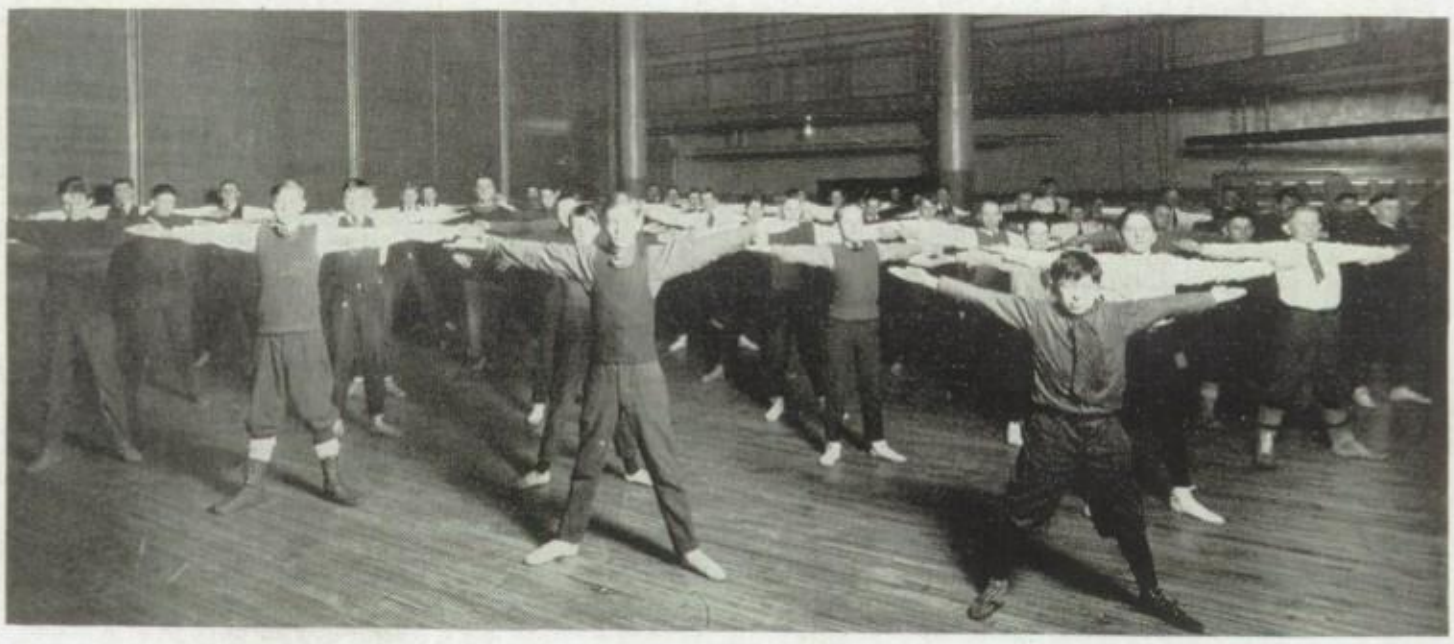
In the Mill Room I learn some first principles of carpentry: to use the plane, rule, awl, and saw. I learn also absolutely accurate measurement. My eyes learn to distinguish between the different kinds of wood and their uses. In time I produce articles of utility—chairs, tables and bookcases.

Here in the Drafting Room I learn to read the language of the industries and to gain enough knowledge of them to be able to decide which most appeals to me when I become a wage earner.

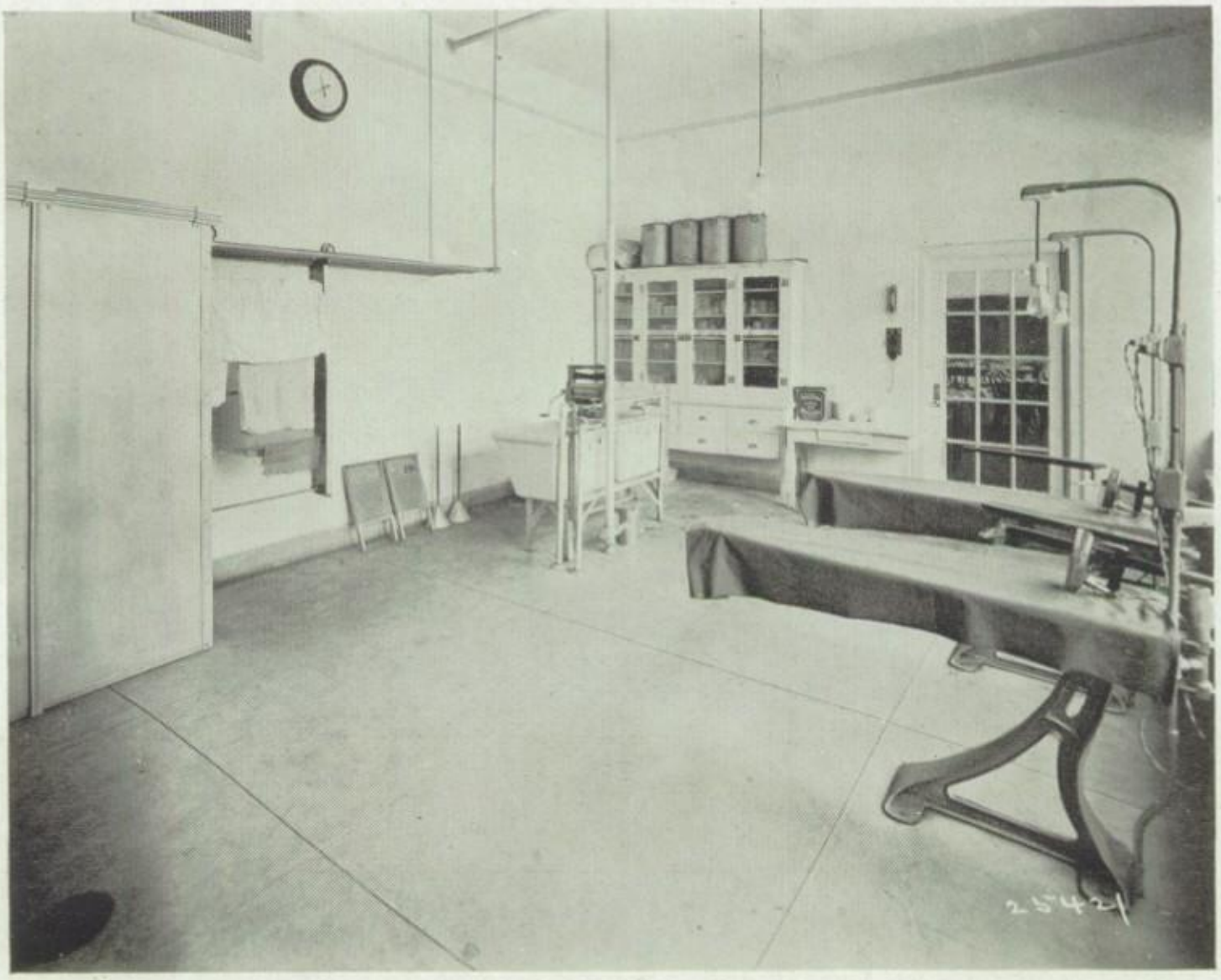
In the Gas Engine Bench Laboratory I begin with lectures in ignition, carburetors, magnetos. Then I take my place at the bench and assemble and dis-assemble different types of carburetors. Later I begin practical work in ignition: testing condensers, charging magnets, and adjusting valve clearance.



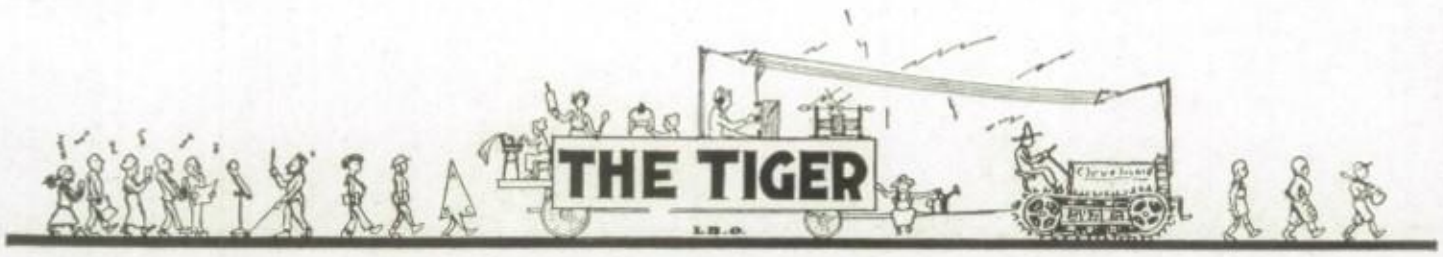
In the following quarter I spend my time in the Gas Engine Power Laboratory working on the engines that are there for that purpose. This is the practical test of what I learned earlier. I also discover how much of a mechanic I am. This is when a fellow needs a friend, too, for the instructor doctors the engine, and I have to locate the trouble.



Here in Physical Training I lay the foundations of good health, for I acquire strength, endurance, and resistance which help to create and maintain health.



This is where I, feminine Every Student, struggle with the problem of clean washing and crisp ironing. Carelessness and Untidiness I have conquered. Common Sense and Good Judgment are my allies.



Some Facts About Your School

Attendance

Do you know that South High has an attendance of 1,935 students, that freshmen compose 631 of this total number, that by June 290 students will have graduated this year, and that the enrollment of the day and night schools is 3,085?

Faculty

Do you know that South High has a faculty of eighty-eight teachers, that her library contains approximately 9,650 books and fifty current magazines, and that an average of 525 students take advantage of this library daily?

Running the Building

Are you aware of the fact that it takes nine janitors and two engineers to keep our huge building clean and warm for us? Does it seem possible that from 16,000 to 19,000 tons of coal are required each season to heat the building, or that from 18,000 to 23,000 pounds of coal are consumed each day?

In fact, have you stopped to think of the vast growth of our school or of the marvelous changes wrought in her various departments within the last few years?

If not, come with me for a few minutes and we will explore our commodious building, taking a peep or a glance at the fine equipment in the various departments, or visiting briefly some class room where the real substantial work of the school is being done.

The Office

Let us begin at the office where ten years ago one principal and one clerk labored in very narrow, cramped quarters. Now, if you look, you will observe that one principal, one assistant principal, one vocational guidance teacher, and four clerks compose our office force, each having his own desk where he may quietly and undisturbed work out the problems allotted to him.

French Department

If we next ascend the stairs into the new building, we are attracted into the French department where we find five teachers with their five hundred students. We can scarcely realize that ten years ago there was only one teacher here with fifty-two students. Here it was that the purely socialized recitation was first introduced into South High School five years ago by Miss Mary La Vigne. Through this method of recitation, the students easily and freely, by means of the objects and actions themselves, learn to speak in French.

Art Department

Passing down the corridor, we approach the Free-hand Drawing and Applied Design departments. Here we learn that art is a language by which

every one may express himself to a certain extent, and that the aim of this department is to enable pupils to see, to observe, and thus better to enjoy life. We also learn that art may be divided into two divisions, that of design and that of representation. These two are equally important one to the other, that is, the one complements the other.

Miss Kriedt teaches design as applied to home economics; namely, interior decorating and costume designing. Under the former, domestic art is practically applied through various problems, such as craft work, including the decorating of flower pots, bread boards, etc. Besides, the students do all kinds of work with the needle. They learn decorative stitches and make an historical study of the stitches that have come down to us through the centuries. They also study interior decorating as such, a profession which is rapidly coming to the fore and in which women, as well as men, are employed.

The costume designing of this department has at times played an important part in the life of our school. The big problem of designing and constructing the costumes historically correct for the Midsummer Night's Dream, Robin Hood and the Pied Piper—all beautiful plays given in our auditorium—was done by this department in conjunction with the sewing department.

Miss Mathias teaches the representative side of art as applied to practical uses, as advertising and illustration. The students help in launching the Tiger by advertising and by posters. The Tiger itself is a practical application of the free-hand drawing and design relative to illustration. Miss Mathias invented a process by which this department can do its own color separation for its own zinc etchings, when more than a one-color print is wanted. By the use of this device, the price is saved of a commercial artist, who would otherwise do this work for the Tiger in an engraving establishment. It is not too much to say that all South High appreciates the artistic drawings and illustrations found in the Tiger each year.

The free-hand drawing department also teaches general utility sign writing. These signs are used in all parts of the building upon different occasions. Occasionally, pupils are offered opportunities to earn real money by show card writing, which is taught in the third year of the course. However, the work in this department is not eminently vocational.

Science Department

Close by, we read on the card by the door, "Mr. Fisher, Physics." We are eager to look in for we have heard that this laboratory is one of the best equipped laboratories in the Northwest. Here are students' work tables of solid oak combining three tables in one unit. These tables have connections

for electricity. Each table has a capacity for twelve students without crowding. No gas or steam fixtures are provided on the main tables; gas and steam are brought up at the sides of the room, thus increasing the available work space and preventing much litter and confusion.

Direct current electricity for experiments is obtained from two motor-generator sets mounted in the store room, where an ample switchboard permits the sending of currents to any room of the department. The laboratory has four sinks supplied with steam and with hot and cold water. Compressed air is available on the instructor's table. In the lecture room, a B. & L. convertible balopticon is mounted at the rear. This may be used for slides, opaque work and vertical projection. A 1,000-Watt Mazda lamp furnishes the light.

But we must hasten on. In rooms adjacent we find Miss MacDermid in the Chemistry Department. Here are three laboratory desks for students. These desks accommodate thirty-six students at one time. Each student has his own individual drawer and cupboard, also his own pieces of apparatus for making experiments.

We see a store room with all modern equipment, a recitation room with lantern for use with slides or for opaque projections, a mineral cabinet, and last but not least, a private office, dear to the heart of the instructor, containing a desk, a book case, and a reading table.

Commercial Department

On the same floor we discover our ever-growing commercial department. How busily the seventy-nine typewriters are clicking. How interested the three hundred students are while going about their work. This department does all the typing for the Southerner, for the teachers, and for our school programs. We are pleased to hear that graduates from this department are ever in large demand for responsible, well-paying positions throughout the city.

Domestic Science

The white kitchen with its aluminum equipment and its pleasant dining room greets our eyes. Classes here range from eighteen to twenty-four in number. These classes serve fifty-five teachers with lunch at the noon hour every day, four students taking their turn at serving. Here there are seven hired cooks. Nine hundred dollars is spent each week buying food at wholesale prices for this splendid lunch room.

Domestic Art

Nearby, in the Annex, the Domestic Art Department aims to give the girls skill in handling materials, in fitting, in using sewing machines, etc. There are also laboratory lessons in textiles, in studying fibres, in testing materials for shrinkages, for fading, etc. Materials are also studied as to name, width, weave, use, appearance, and price. Relative prices are discussed of ready-made garments; also, students are instructed as to when to buy clothing and when to make it at home.

Yes, and here is millinery, too. The renovation of garments and of gloves, also of velvets, silks, straws and trimmings is studied. In short, the work in this department tends toward home-making rather than toward the trades.

We reflect that twenty years ago, girls could not learn these useful occupations in a public school.

Elective Subjects

And so, going about the building, we are impressed with advance and progress everywhere. For instance, who ever heard of electives being offered in the English course? Yet this very thing is being done today. We are now offering Modern Drama, Journalism, Public Speaking, Debate, Expression and the Novel as electives in the junior and senior years, and this, too, along with a general course in English Literature and Composition.

One of the crying needs of the day is that our schools shall teach their students to express themselves in good, simple, forceful English. What may we not expect from our graduates in the future who have had the wonderful advantages offered by this department?

Technical Training

On our round of observation, we hear of a new Technical Course which South has established within the last year. Here opportunity is given for the boys to study only those subjects which, in a material way, will best fit them for their future life work.

Music Department

We pass on to the auditorium, where music is being taught in its various forms and where our souls would love to dwell for a time.

We first behold Mr. Griebenow with his chorus classes. We learn that this year these classes are greater in number and smaller than ever before, and that the second period each day is devoted to the rehearsals of the glee clubs and orchestra, either separately or together. Handel's great oratorio, "The Messiah," was given this year at Christmas time.

Those who obtain a standing of eighty-five and above in the chorus classes can use two credits toward graduation. These credits can also be used as entrance to the University.

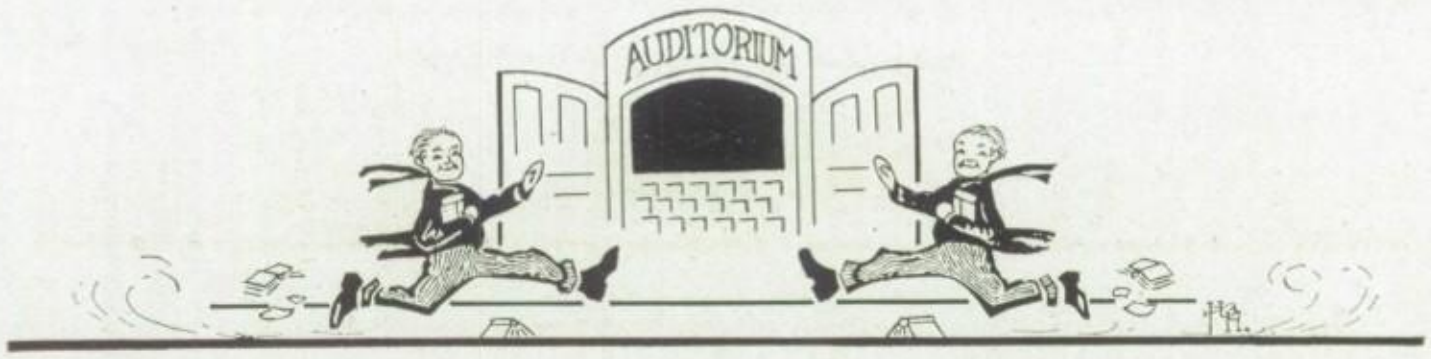
Miss Edna Hall conducts special classes in voice placement every Tuesday and Friday. She teaches the co-ordination of mind and muscle to develop sight reading beyond what is done in the chorus classes. She develops the aesthetic sense by using the best music for sight reading.

Mr. Bergquist supervises our music credit system and has charge of the outside work done in piano, voice and organ, for which our students are given credit. He also has charge of the musical composition work in all the Minneapolis schools, which city, by the way, is the only city in the United States teaching the composition of music.

Mr. Bergquist encourages self-expression in music, because he believes that he who has found an outlet for his emotional life through music, enriches and deepens his life thereby. The harmony classes do not give music to the student, but they help him to express whatever of the spiritual he has heretofore absorbed during his life. "The hearts and minds of students are not only cisterns to be filled, but they are living springs to be tapped" by the encouragement of self-expression. The interest of the student is aroused to make music his avocation, rather than his vocation.

But where shall we stop? Our journey has been a long, delightful one, yet we have not told you all that we have seen: there is the history, the mathematics, the mechanical drawing, the gymnasium with its splendid achievements in athletics, of which we have not spoken, all with their competent instructors doing their share in useful work for the education of the mind, the heart, and the hand, yea, even of the uplifting of the souls, we trust, of the young people of South High School.

ANNA L. COTTON.



Three Bells

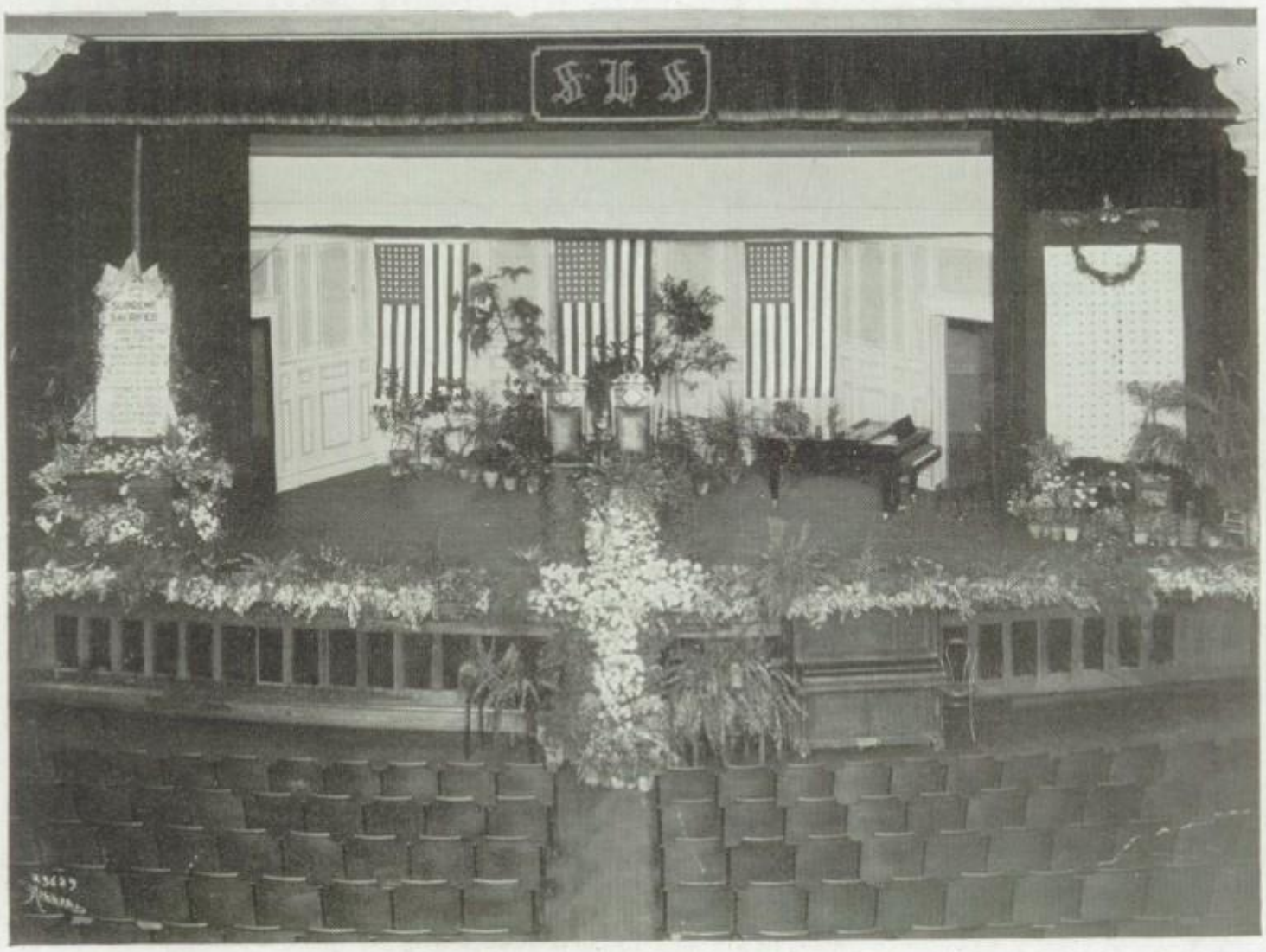
The room has settled down for ten minutes of study before the third period classes meet. There is heard a low rustling of paper varied now and then with a whisper or by the teacher rapping for order. A few stragglers hurry breathlessly in.

Three prolonged buzzes break in upon this peaceful industry.

The scene now changes. Confusion reigns. Seats bang, and above all rises the shuffling of many feet. The auditorium doors burst open admitting a jostling horde of excited students. Gradually the rows of gaping seats are filled. From the balcony staccato yells interrupt the buzz of conversation.

Mr. Jorgens mounts the rostrum and raises his hand. "The shouting and the tumult die." Mr. Jorgens is speaking, "We have with us today—" The meeting has opened.

PETER TARPGAARD.



In Memoriam

Wednesday, June 4, 1919

AMERICA

NOT DEATH BUT VICTORY - - - - Esther Friedlander

Verna Ekberg

BRAVE HEARTS SLEEP ON

Boys' Glee Club

A LAUREL WREATH - - - - - - - Esther Friedlander

THISBE - - - - - - - - - - - Helen R. Fish

RESURRECTION - - - - - - - - Elizabeth K. Ames

Amy L. Brusven

Duet: WHISPERING HOPE

Emily E. Morris

Henry E. Griebenow

THE TRUMPETER

Henry E. Griebenow

ADDRESS

Professor Maria L. Sanford

So Triumph Blossoms

The snow of spring,
White lilacs, bridal wreath,
Heaped vaguely like a cross upon the stage.
A service flag bestarred,
Two hundred stars of blue, fourteen of gold.
A scroll of names,
Of starry names,
"The supreme sacrifice."
The boys and girls who read them, grave-eyed, young,
Forgot the trenches and the red Argonne,
Italian heights and camps and hospitals
Where these had died,
Remembered one had gained a Marathon,
One made us laugh in Shakespeare's antic dream,
One captained football's mimic victories:
They were just boys of South who came no more.
That smaller group who read them, tear-dimmed, proud,
Led to the seats of honor by young boys
Whose trim new khaki never saw a stain,—
They too forgot—
Remembered only boys who came no more.
And when the music ceased and wreaths were laid,
And one had spoken, one who had no sons
Yet loved the sons of all the world
As if she were their mother,
And the bugle sounded taps,
There was a sign as if the boys who died
Stirred in their sleep, well pleased.

A cactus in the center of the stage
Burned with its crimson flowers,
Tipped with a torch each leaf.
So springs forth beauty out of monstrous war,
So triumph blossoms out of jagged pain.
So out of boyish bodies, hero souls,
From altar coals, the flames of sacrifice,
From stuff of earth, the new-born spirit's flame,
Immortal, glorified, bright flower of God.

HELEN R. FISH.

Commencement, June, 1919

Two original music compositions, "Meditation," by J. Victor Bergquist, chorus director, and "Diploma March," composed and directed by Milton Olson; presentation of diplomas by C. E. Purdy, of the Board of Education, marked the commencement exercises, June, 1919, when 166, one of the largest classes in the history of the school, graduated.

The general science course showed the largest number of graduates, the commercial course coming second. The following were the numbers in each: arts, 2; commercial, 45; general, 71; home economics, 20; Latin, 9; manual training, 4. There were 57 boys and 109 girls graduating.

Four graduates, Carl Wallin, Emil Beckstrom, Roy Magnusson, and Donald Tuttle, sang solos. The salutatory and valedictory numbers, instead of being the usual speeches, were musical numbers by members of the glee club.

Addresses were given by Gerhard Sonnesyn, Sidney Benson, Paul Gunther, Everett Blake, and Marcus Van Damme, of street car railway debate fame. Girls who appeared on the program were Lillian Wallin, Mildred Parten, and Helen Heiker.

The Constitution

By Mr. W. D. Washburn

Wednesday, September 17, 1919

"To some people the Constitution may seem a dead and uninteresting document, but it was made by live and interesting people," said the speaker.

He continued to say that liberty loving people made the Constitution and that liberty lovers must guard it so that the powers will remain in the hands of the people. Six of the liberties given in the Constitution were named by Mr. Washburn.

He closed by saying that it is the duty of the people to protect the Constitution which our fathers and forefathers fought for.

First Spelling Contest

September 22, 1919

The spelling contest, in which the Seniors were victorious, was held for the purpose of encouraging good spelling.

The prize which was awarded the victors was a bronze-silver cup. It was presented by Miss Schureman, the author of the Blue Speller.

Words were pronounced by Miss Lindholm. The members of the committee were Miss Ferguson, Miss Gale, and Miss Cotton. The umpires were Miss Neuman, Miss Ferguson, and Miss Cotton.

The Seniors that remained standing when the last Juniors were downed were Herrick Hall, Aloysius Rieck, Josephine Froyd, Olga Wold, Daisy Goring, F. Anderson and Irene Homer.

Roosevelt Day Address
By Rev. T. E. Cullen
October 27, 1919

"I summon you, boys and girls of South High, as coming citizens of the United States to the defense of the nation's interests! You are called to fight for the nation's good, with the ten commandments in one hand and the Constitution of the United States in the other." So said Rev. T. E. Cullen, of the pro-Cathedral of St. Mary, in an address to the students and faculty of South High in memory of Theodore Roosevelt.

"I want you to stand by the principles incarnated in the man Theodore Roosevelt," the speaker continued, "for Roosevelt had great respect for God; for the family; for his country.

"He was the personification of American ideals. As I see him, Roosevelt stands out preeminently as the man who recognized the omnipotence of God. He loved nature, and what is nature but a synonym for God? He believed in building up the physical body that it might be a fit temple for the soul. He was an humble man, recognizing that we are dependent on a great Creator mentally, morally, and physically. Roosevelt was also a defender of conscience, that echo of God's voice speaking to us, determining what is right and what is wrong."

Americanism and Education
By "Sailor" H. J. Ryan
September 29, 1919

I would call upon the teacher to teach, and Young America to learn the history of the American Colonists, for in those years was nurtured the spirit of our independence, and was born that American determination that stands as a Gibraltar of defense against tyranny and all the enemies of representative government.

National independence was not created when first we defied England on our first independence day. It was then declared. It had been the inspiration of American life for a term of years longer than the life of our republic today. The United States of America has existed for only one hundred and forty-three years, a mere breath in the world's history. But when this republic was founded in Philadelphia, the Colonists had lived much longer than that and it was Colonial America that produced the men whose names we worship and whose work we admire.

The foundations of American character were not laid on that fourth day of July in 1776. It was in the hearts of brave men and women who crossed the seas in ships that were hardly boats, in perils that only the stoutest hearts could face. And for what? For freedom to worship God. Its strength was

laid in the untiring arm that pushed back the wilderness, and in the hand ready on an instant's notice to defend with the rifle the home which, alone and self-reliant, that hand had built. Our country was established on the rugged, working, fighting, praying character of Colonial America that feared God and feared nothing else.

The men of Lexington and of Concord on that nineteenth day of April did not go forth to their first battle. They were veterans of a hundred wars, the minute men of a generation. Facing the regulars of England their thin line on Lexington Green fought in the spirit of their forefathers who had fought that there should be Lexington Green and not a wilderness. It was the occasion and not the spirit of American freedom that was new. That spirit has not been dimmed by years nor weakened by adversity. The men who turned back the British at Lexington and Concord were the fathers of the men whose thin line stopped Pickett's charge at Gettysburg, and they in turn lived to see their sons in the same line and in the same determination that might should not make right, roll back the Hun from Paris and save the world for men and not for tyrants.

Debate On League of Nations

Mr. Lundeen, Negative
Mr. Weiker, Affirmative
November 3, 1919

"I have come to the conclusion that the hurling of armaments and man power at each other is not the right way for nations to settle disputes, and when I came back from France, I found the United States discussing the ratification of the peace treaty which contains the League of Nations Covenant," said Mr. Weiker, speaking for the league.

He explained further the motive of the League of Nations was the prevention of war in the future, and that if there had been a league four years ago, there would have been no war. "For," he explained, "war always starts on the spur of the moment, and if grudges or grievances could be talked over, war could be prevented in many cases."

"America must not join the League of Nations; we must remain independent in order to promote the ideals of peace, the ideals of America," was the leading statement of the negative side.

Care of the Eyes

By Mrs. Winifred Hathway of New York City
Monday, November 17, 1919

"One-third of the men rejected in the first draft were refused because of eye trouble. Many, unaware of any trouble, were found blind in one eye," said the speaker.

She continued to say that babies often grow blind from neglect and that children who are cross-eyed and left to outgrow it become blind from the strain on the eye caused by trying to see straight.

Mrs. Hathway said that eyes are worth a million dollars, that if you lose them you can substitute only glass eyes. She then related an instance where a small boy asked, "I can see through glass windows, why can't I see through glass eyes?"

Military Preparedness

By Dean George F. James, of the University of Minnesota
Tuesday, November 18, 1919

"We learned from the war that we could spend in three years what we ordinarily spend in three generations. We learned that a nation prepared to defend itself need fear far less from outside attacks than other nations," was the statement made by Mr. James.

The two plans for national defense were stated as follows: the first plan is that we keep a large standing army made up of ex-service men; another is a standing army of over half a million men, an army too large and too expensive.

He suggested that a period of six months be set aside when a boy reaches the age of eighteen, or if he is still in school, nineteen, for military training, and he asserted that in three months this training will do more for him than would three years of ordinary life. During the war, it is estimated, every man who put on a uniform added weight and came out a cleaner and healthier man.

Dean James concluded with: "Let us arm ourselves for the right, seek to wrong no other; and the horrible experiences which have come to us in the past may never come to us again, or not for many generations."

ANNA BEGERT.

The Messiah

Presented by Chorus Classes—Mr. Griebenow, Director
December 9, 1919
(Reprinted from Southerner)

If there were those in the audience at the Messiah concert, which was presented at South December 9, 1919, who doubted the advisability of allowing young people to sing the great choral masterpieces, their troubles must have been laid to rest long before the first number was finished.

It was a joy to see the stage filled with wholesome young people who took such an evident delight in their work. The chorus showed excellent training. The parts were well balanced and the whole piece given with understanding expression. The voices had the fresh youthful buoyancy so characteristic of high school pupils and they sang so perfectly in tune that it was a

delight to the ear. To be sure, the chorus lacked the volume of one composed of maturer voices, but this lack was more than made up by the beautiful tone quality, balance of parts and general liveliness of the attacks and releases. Many an older chorus could well pattern after these young people in precision of reading and correctness of performance.

If there were any choice as to parts, I should say the tenor section was a little the best. Their runs were clear and their attacks always perfect. All the work reflected great credit on the pupils and their most excellent leader, Mr. Griebenow. When the short time spent in preparation is considered, the results are still more wonderful, but at that age pupils can do almost anything they set out to do.

It is a lovely spirit that prompts artists to give their time and energy and talent free for the cause of education. Miss Langtry and Mr. Phillips have often sung for the schools when we needed their help. Miss Langtry's lovely voice and beautiful artistry were much enjoyed in the grateful music assigned to the alto. Mr. Phillips' interpretation of the bass solos is so well known as to require no comment. Whatever he does is always most inspiring. His fine musicianship, together with his resonant voice, always assures a wonderful rendering of any part he sings. Miss Morris belongs to us, of course, and we always enjoy hearing her. Her work was especially fine in the difficult "Rejoice Greatly." She proved that her fine voice is agile as well as powerful. Mr. Krieger also belongs to us as he teaches the music at the East high school. His lovely tenor showed to fine advantage especially in "Comfort Ye" and "Thy Rebuke."

Miss Robbins, as principal accompanist, did her difficult part well, as also did her assistant, Miss Lajord, on the second piano. Mr. Bergquist played in his usually masterly manner and gave smoothness to the tone of the whole even though we might have wished for a slightly larger instrument for him to have operated upon.

T. P. GIDDINGS.

Commencement, December, 1919

Seventy-six graduates received their diplomas at the commencement exercises held in the school auditorium December 12. College preparatory students numbering 29, and commercial course pupils numbering 26, comprised the majority of the graduates. The exercises this term were different from those held in previous years in that no members of the graduating class took part in the program.

The Hon. J. A. O. Preus, state auditor, delivered the commencement address. The invocation was given by the Rev. C. E. Elving. Musical numbers by the Boys' and Girls' Glee clubs and by the South High orchestra,

besides "America" and "Alma Mater" by the class and audience, made up the remaining part of the program. Mr. Preus presented the diplomas, while the orchestra played the diploma march, the program's concluding number.

Announcement of the honor-roll showed Victor Elving, valedictorian, and Almira Hoppe, salutatorian.

The honor students with their respective averages were as follows: Victor Elving, 93.17; Almira Hoppe, 90.90; Evelyn Jensen, 90.30; Frances Joul, 89.91; Anne Blumenfield, 89.51; Valborg Langseth, 92.72 (out of town credits).

Spelling Match
Seniors vs. Juniors
January 12, 1920

Twelve Juniors opposed the fifteen Seniors in the second spelling match at South High. Miss Ferguson introduced the spellers and stated the rules. The judges were Miss Morris, Miss Lucas, and Miss Neuman. Miss Lindholm acted as high chief executioner. Herrick Hall, the Southerner editor, was the first to go down, a sad disappointment to us as he spelled "disappointment" with two s's. At the end there were still eight matchless spellers, two Juniors and six Seniors. Thus, for the second time, the Schureman Loving Cup was awarded the Seniors.

The Life of Robert Burns
By Miss Bertha Ferguson
January 28, 1920

South High School celebrated the 161st anniversary of Robert Burns by a program in the auditorium. Mr. Griebenow, accompanied by Mr. Walmer, sang "Bonnie, Sweet Bessie," "Flow Gently, Sweet Afton," and "Loch Lomond." Miss Ferguson, of the English department, gave an address on "The Ploughman Poet," dividing the poet's life into five acts and showing that Burns' simplicity, sincerity, and warmth rank him as a poet of the people.

Style Show
Blue Triangle
February 5, 1920

Miss 1778 was the first to step out of the past in the Style Show given by the members of the Blue Triangle. Represented by Adeline Mathews, Esther Nelson, Renee Guirard, Eleanor Arneson and Frances Ness, Miss 1778 was complete from curls to hoops, bustles and pantaloons. Then Father Time (Helen Bennett) called for the girl of 1920. She came in simple gingham dresses, lovely afternoon dresses, and adorable evening gowns. Belva Sauset, Jordis Halmrast, Helen Mullane, Ruth Lockhart, Ethel Detloff, Mary Barber, Gladys Hendrickson, Lorraine Anderson, Hildur Borgman, Irma Haga and

Gertrude Harris modeled as the 1920 girls representing good taste in dress. Janet Schureman, Edith Arnold and Maude McGuane were beautifully attired in party dresses. Margaret Rustad and Caroline Boelter, also modeled by these two girls, represented bad taste. Mildred Mikelson played during the promenading of the models.

Previous to the displaying of costumes, Miss O'Connor of the Young Women's Christian Association, spoke on Shoes, followed by Miss Mattes, who spoke on Hair. As she spoke, Miss Carlson dressed Maude McGuane's hair in both ways, appropriate and inappropriate. Mrs. Ward C. Burton, a niece of Miss Gale, spoke to the girls on taste in dress, explaining each dress as it appeared.

Lincoln, the American
Dr. Stanley Bergen
February 11, 1920

Americanism was the keynote of the speech on Lincoln made by Dr. Stanley Bergen, pastor of the First Presbyterian church.

Dr. Bergen emphasized the fact that Abraham Lincoln was a true American, and said that before Lincoln made America, America made Lincoln.

Describing Lincoln's education, Dr. Bergen told how the great American had nothing to learn the alphabet from except crude letters in charcoal on wooden slabs. When he had learned his alphabet, he proceeded to read. His only books were "The Bible," "Esop's Fables" and "Life of Washington." These he learned with his letters and he began to think in terms of these books. It was the close application and knowledge of these books that made Lincoln what he was, a fair and concise thinker.

Life Work
C. C. Robinson
February 19, 1920

C. C. Robinson of New York, International Secretary of the Y. M. C. A. for employed boys, addressed the students on Life Work. Mr. Robinson told many good stories, and at once gained the sympathy of his audience when he told of his youthful struggles with algebra.

Illustrating his points with little anecdotes, humorously given, Mr. Robinson stated and emphasized the fundamental principles of success, hard work and perseverance. He said we ought to follow the example of the postage stamp, which when it takes hold of a thing, sticks until it "gets there."

"You and I," he continued, "ought to get dreams and visions, and then stick together like a stamp. Whatever we tackle, we cannot accomplish it without hard work."

Faculty Play: The Imaginary Invalid

March 4 and 5

Moliere's comedy, The Imaginary Invalid, was given by the faculty under the able direction of Miss Rose Muckley. With its careful and consistent acting, smoothness and speed, effective and beautiful scenery and lighting, the performance was more professional than amateur. The title role was admirably played by Mr. Fred Hilgendorf. He was given excellent support by the other members of the cast.

THE CAST:

PROLOGUE "COMEDY"

Henry E. Griebenow. Pages: Raymond Severson, Donald Steinhelber

PERSONS IN THE PLAY

Argan, an imaginary invalid - - - - - Frederick Hilgendorf
Beline, second wife to Argan - - - - - Rose M. Muckley
Angelique, daughter to Argan, in love with Cleante Emily Eleanor Morris
Louison, Argan's young daughter, sister to Angelique Harriet M. Lucas
Beralde, brother to Argan - - - - - - Delmar E. Walmer
Cleante, lover to Angelique - - - - - W. Maxfield Parrish
Dr. Diaforus, physician - - - - - - - Harry H. Maass
Thomas Diaforus, his son, in love with Angelique - Warren W. Oliver
Mr. Purgeon, physician to Argan - - - - - Charles C. Aller
Mr. Fleurant, an apothecary - - - - - - Julius C. Arrieta
Mr. De Bonnefci, a notary - - - - - - James V. S. Fisher
Toinette, housekeeper to Argan - - - - - Amy L. Brusven

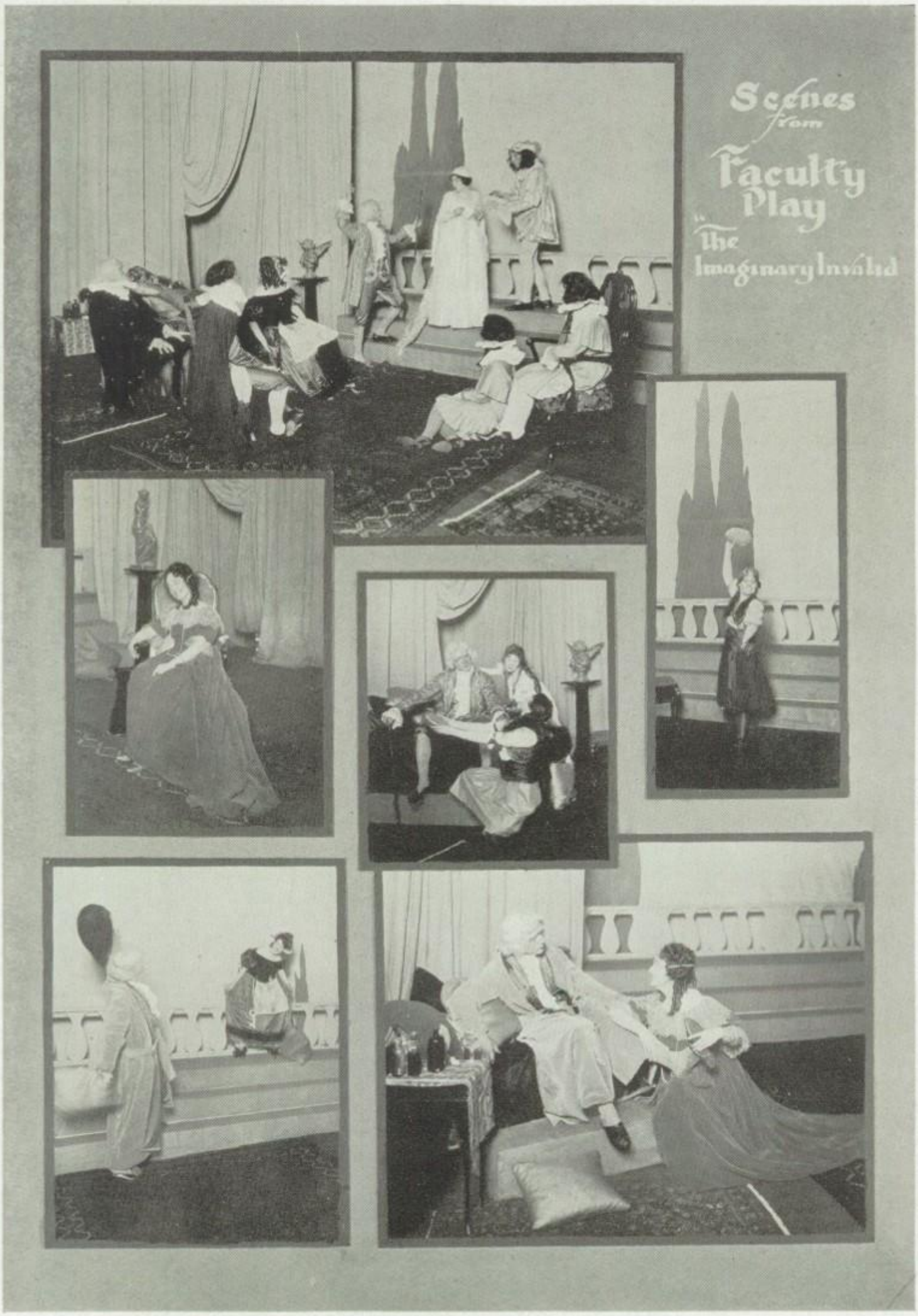
Lackeys

Lepine - - - - - - - - - Ruth M. Lockhart
Julien - - - - - - - - Louise C. Bergstrom

The setting of the play is the French Capital in the brilliant period of Louis XIV of France.

ACT I—Scene, Argan's reception room. Time, sunset of a summer day.
ACT II—Time, afternoon of the next day.
ACT III—Time, evening of the same day.

THE TIGER


Scenes from Faculty Play
"The Imaginary Invalid"

GENERAL ACTIVITIES

The Garden Fair

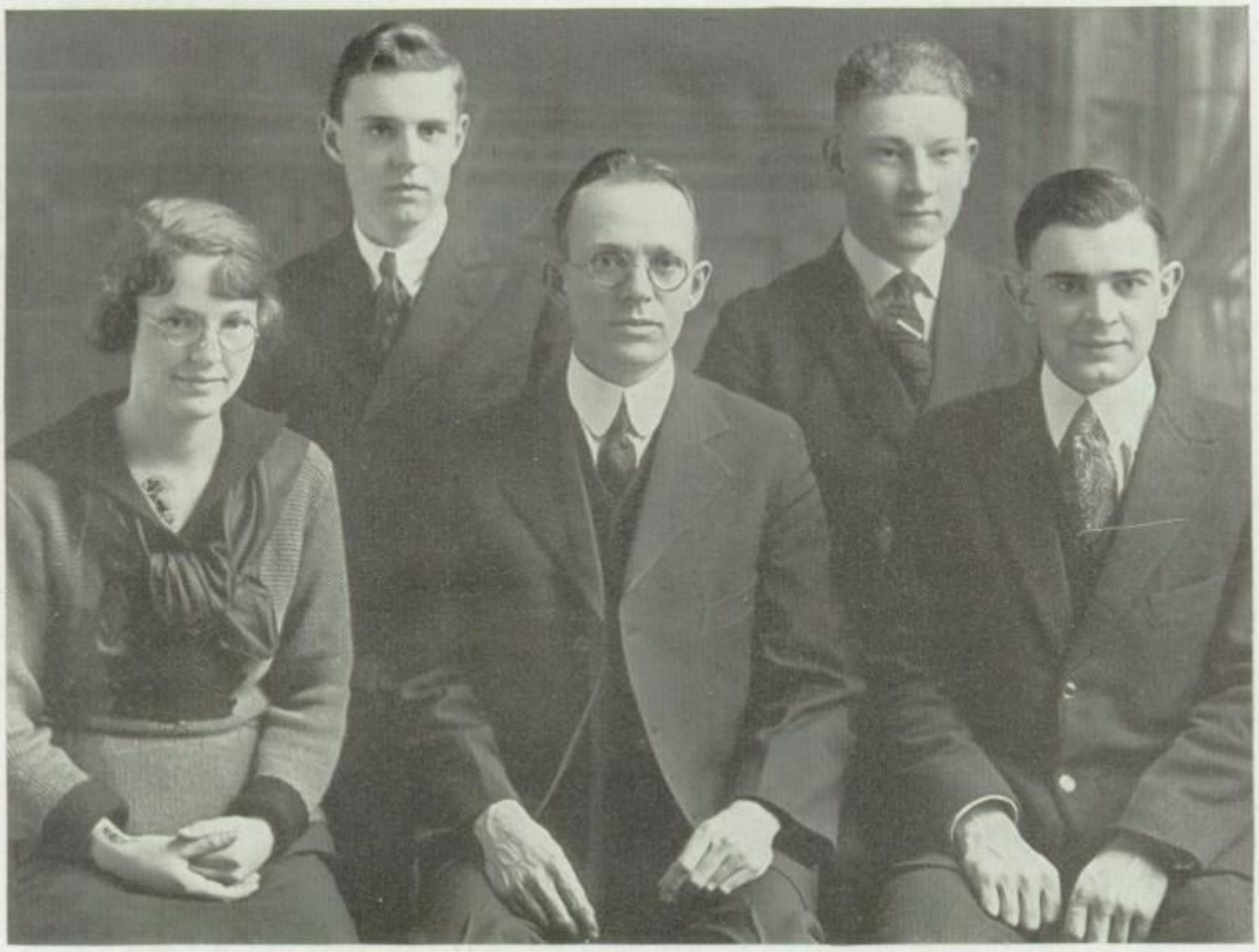
East High, 242 points; South, 195; Central, 72; North, 62; West, 62. Such were the awards at the inter-school exhibit, given on the first week of school at South High. This was the second garden exhibition by the Minneapolis High Schools.

Wednesday was for South alone and prizes were given for vegetables, fruits, flowers, canned goods, and table decorations.

The garden club of South gave a tractor demonstration which drew a crowd. The groups watched closely and found out various facts about the working of the machine.

Mr. Wilson exhibited poultry and said that he wished to start a club and have a combined exhibit of garden products and poultry.

The instructors of the various high schools plan to continue these exhibits. The judges were Sherman Dickinson, vegetables and fruits; Miss Roberts, flowers; Miss Von Rohr, canned fruit.



South High Savings Society

Accompany Every Student on his way to or from lunch some day. He will stop at Room 2, produce his savings and pass book, and deposit with Mr. P. L. Greenwood, who is there to receive them. The total deposits are put in the Farmers' and Mechanics' Bank. You have seen the new Savings Society at work.

It was quite to be expected that our development into a miniature community in which the student receives practical training for life should, in the fullness of time, include a bank. Is not one of the slogans of today, "Thrift and more thrift"? Should not thrift, then, be part of Every Student's education?

In the words of its constitution the society is organized "for the purpose of encouraging thrift and affording its members the opportunity of saving small amounts regularly."

The management of the society and the conduct of its business are vested in a board of trustees composed of the following: the principal, Mr. Joseph Jorgens; the head of the School Savings Department of the Farmers' and Mechanics' Bank, Miss Livingston; and one faculty member, Mr. P. L. Greenwood; also one trustee from each assembly room of the school. This board elects the officers, which consist of a president, vice president, and secretary.

Business is conducted on purely banking lines. Proper pass books must be produced to make deposits and withdrawals.

In the second week of February there were 861 depositors, and the deposits amounted to $1,624.44. And the end is not yet. Each day sees new members added.

The officers are as follows:
President—Frank Willette.
Vice President—Roy Wilson.
Secretary—Helen Bennett.
Assistants—Vernon Swenson, Leslie Nyberg.

Every Student's Newspaper
Southerner Staff

First quarter		Second quarter
Victor Elving	Editor	Herrick Hall
Almira Hoppe	Asst. Editor	Marian Morris
Herrick Hall	Managing Editor	Lewis Greene
Melvin Lynn	Sport Editor	Oscar Abromovitch
Helen Bennett		Helen Bennett
Isaac Sobelman	Exchange Editor	Marjory Nickolson
Lorretta Schea	Society Editor	Marjory Levenduski
		Helen Mullane
Edgar Nelson	Joke Editor	Joseph Juran
Louis Greene	School Brief Ed.	Ruth Lockhart
Lawrence Moore	Freshman Editor	Genevieve Hoffman
Herbert Deacon	Sophomore Ed.	
William Costello	Junior Editor	William Costello
Leonard Olsen	Cartoonist	Leonard Olsen
Silas Olson		Silas Olson
Reuben Skog	Business Manager	Theo. Schimmelphenig
Edwin Adams	Advertising Mgr.	Samuel Smilowitch
William Johnson	Assistant	
John Dickinson		

The Southerner Staffs

Getting Out the Southerner

The first step in putting out the Southerner is the gathering of news topics. This is the duty of the managing editor. When the topics are in, the journalism instructor picks out the students against whom she happens to have some particular grudge, and assigns them these topics to develop into news stories.

These poor unfortunates at once set out on the trail of the news and do not rest until every possible source of information has been pumped dry; that is, theoretically speaking, all of them do this.

After writing up their stories, the reporters hand them in to the journalism teacher, who makes the necessary corrections. The material is then sent up to the typewriting room so that the hieroglyphics of the reporters, for most of them are deplorably deficient in penmanship, can be transcribed into readable English.

This copy is then fed to the famishing printer, who continually makes hysterical demands for more copy. After being set on the linotype machine, the type is placed in long metal trays called galleys, each one the length of a column. Two proofs are taken of each of these galleys. One proof is taken to the journalism class, to be sadly blackened up with marks of correction, and the other meets an ignominious death at the hands of a pair of shears in the Southerner office.

The editor plasters the dissected parts of the galley proof over an old copy of the Southerner to show the position the news stories will occupy. This sheet is known as the "dummy," the embryo edition of the Southerner.

The "dummy" and the corrected proof are next hustled off to the printer's shop, where the typesetter corrects his mistakes, and then places the type in a newspaper form, in the positions specified in the "dummy."

When the form is filled, proof is taken of each page. The editor heartlessly fills the margins of these page proofs with correction marks, calculated to make the printer frown with disapprobation, and cause him to take furious puffs from his pipe as he scowls over the sheet.

After all corrections have been made, the Southerner goes to press. As soon as the last copy has slipped off the press, the circulation manager and his assistants hop around to bring their burden of Southerners to the impatiently waiting mob of subscribers.

Then, there is another side of the paper to be considered, the business side. The advertising manager is the fellow who is the "goat" on this end of the paper. While the business manager lolls in his easy chair with nothing to do but to watch the money roll in, the poor advertising "dog" is kicked around from one place to another.

Pencil in hand, arguments in head, and heart in throat, he makes his uncertain way about the town until he has scraped together enough ads to allow the Southerner to worry along for another issue.

A school paper, besides being of value to the students who help to put it out, is of great benefit to the school and to the student body as a whole. It helps them to realize what an institution our school really is, and gives them some idea of the many interesting events going on in the school.

VICTOR ELVING.

Why High School Journalism?

To supply a new motive for writing is the first aim of the course in high school journalism. Every other motive for composition has been exploited with varying degrees of success; the reporting of school events in newspaper style is comparatively new.

In all other composition courses the student is required to rake either his limited experiences or his often faint imagination. After all it is not an easy thing to write when one has heaped up only sixteen or seventeen years of living, and in addition is endowed with the imagination usual with ninety-nine people out of a hundred. Lack of substance, lack of material, is one of the greatest hindrances to excellent writing of any kind. How much can be expected in the case of immature students?

Thus it is that the high school newspaper course affords entirely new subjects for composition, subjects based upon neither experience nor imagination, but upon the events of school life. And the problem is an entirely practical one of gathering, selecting, arranging and presenting the material.

Take, as an example, the process of reporting the first story on the South High Savings Society. The student receives the assignment. Where is he to get the facts? He finds he must take notes during a couple of auditorium meetings; he must get the constitution and by-laws of the society; he must interview officers; he must get names of officers and first depositors.

Next, he must select carefully. No one is thrilled at reading constitutions and by-laws nor at everything said in the auditorium, nor by long lists of figures. He must learn to arrange and to present, remembering always that the story must be simple, concise, accurate, that no empty rhetoric nor hackneyed stuff goes, and that he may let his jaded imagination and his life experience take a rest.

Although a secondary purpose, study of high school journalism also serves to open up the possibilities of newspaper work as a profession. Once in a while it does come to a boy or a girl that writing of some kind is his or her work. If it helps any student to find his work the study of journalism, other things being equal, is justified.

BERTHA J. FERGUSON.

The Night High School

ITH a total active enrollment of over eleven hundred students, during its two semesters, the South High Night School has again demonstrated its usefulness to the community. During the first semester, although only 115 of the 650 students enrolled were working for credit, 496 stayed through to the end of the semester.

The enrollment for the second term was not so large, but it was composed mostly of those who were coming for a serious purpose and intended to stay through.

Mr. Robert Cowling made a most efficient principal. A large percentage of the teachers were from South High School, although other sections of the city were also represented.

A great variety of subjects was offered, the industrial classes proving most popular. During the first term, 450 students were listed in such classes as cooking, sewing, typewriting, shorthand, bookkeeping, gas-engines, machine shop, mechanical drawing, and cabinet making. Classes in public speaking and salesmanship were conducted both semesters. Of the academic subjects, English, U. S. History, and civics were most in demand, but there were also classes in Latin, French, and mathematics.

One of the most interesting experiences of the night school teacher is the re-appearance in her classes of boys who, two or three years before, deserted day school for the field of business, but who return thoroughly convinced of the value of an education.

Some of them return because they have learned the value of a high school diploma in the eyes of the business man; or because they have determined to enter a college which demands a diploma for entrance. These boys are coming to night school to earn the credits required to complete the course they had begun in day school.

Another group—and this is by far the larger of the two—is made up of boys who do not care for credits, but who believe that they are handicapped by their lack of common knowledge. They wish to know how to write and spell correctly; they wish to know what is correct English, and to gain practice in using it; they want to know how to keep books efficiently; they want to know the principles of commercial law or economics. They realize now that it is the high school which can give them this knowledge; and although they are not in the position to return to day school, they gladly take advantage of the night high school.

Even if the evening school performed no other service, by giving such boys an opportunity to gain that knowledge, it more than justifies its existence.

HARRIET M. LUCAS.

Summer School

LAST year's summer schools were held in South, Central, and North High Schools and in many of the grade schools. Summer school opened June 23d and lasted eight weeks. The hours were from eight in the morning until noon.

At South High 224 students were enrolled with a faculty of sixteen teachers with Mr. Cowling as principal. Most of the teachers were members of the regular South High staff. Of the students a majority, 186, were from South; but all the other high schools and the Seward Junior High sent representatives.

Instruction was given in any subject for which there was a sufficient demand to warrant the making up of a class. The English classes were the largest and most numerous; mathematics and history came next; and there was at least one class in all the languages, the sciences, commercial subjects, and manual training.

Summer school presented some interesting contrasts to the regular session. Both students and teachers arrived only in time for their first class and departed after the last. Any student remaining through a period not occupied by a class was allowed to study in the library without pass, leave, or hindrance. A due proportion of the students occupied the outside steps during their spare moments, and, as long as quiet prevailed, were not molested. Another novel feature was the small size of the classes and periods of an hour in length. This made it possible to cover more ground in class and to cut down home assignments.

The weather proved cool and pleasant; attendance was good, 96% to be exact; interest was very great. Of the students enrolled only twenty left during the term; 224 remained and secured a grand total of 575 credits.

G. L. GILMAN.

SUMMER SCHOOL FACULTY.

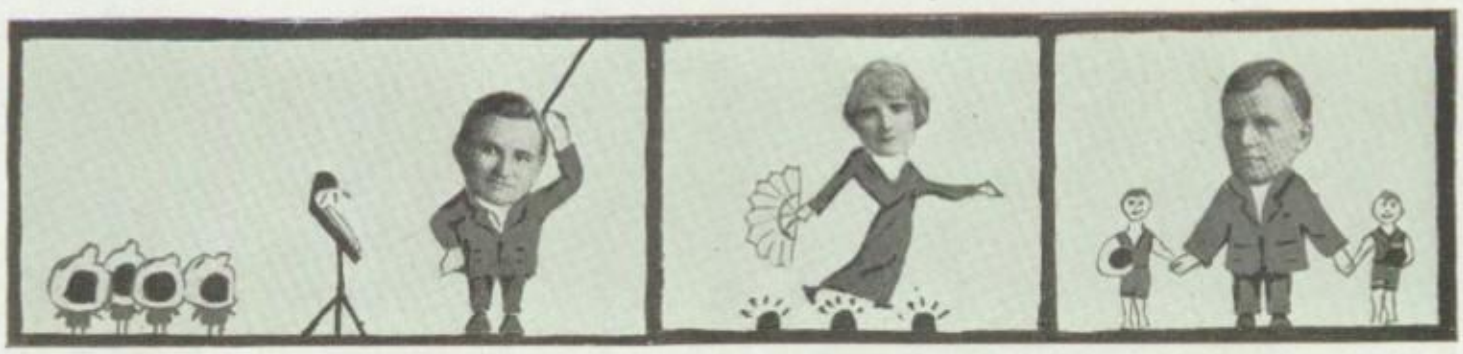
The Faculty

The Tiger Takes Off Its Hat To—

Mr. W. M. Parrish who with his spirited band puts pep into school athletics and entertainments.

Miss Bertha Ferguson, the only person to whom the Southerner can say, "You made me what I am." And therein lies a high compliment.

Mr. R. J. Schultz for his unfailing support of the pass system, which works wonders in prohibiting students from innocent strolls through the halls.



Mr. H. H. Raymond who with his file can say "open sesame" to any locker.

Miss Helen Fish, who can write a play, coach one, or act a part herself.

Mr. P. L. Greenwood, the thrift king of South High.

Mr. E. T. Farley, the man behind athletics, who through many years has successfully handled the business end.

Miss Minnie Hertzenberg, for whom the courses of study and Every Student's program have no mysteries.

Miss Lois Davidson, whose frown is only a smile struggling for its accustomed supremacy.

Mr. J. V. S. Fisher for his droll humor which, with his personality behind it, convulses one with laughter.

Miss Lucy Von Rohr, whose efficient instructions in the art of tickling the palate may keep together many a happy home in the future.

Mr. H. E. Griebenow, the music master, who can get more results from waving a stick in half an hour than anyone less likable could get in a day.

EVERY STUDENT'S INSTRUCTORS.

Faculty, 1919-1920

PRINCIPAL—
Joseph Jorgens
ASSISTANT PRINCIPAL—
Robert Cowling
ASST. TO PRINCIPAL—
Minnie C. Hertzenberg
CLERKS—
Lila Martin
Lillie Christianson
Cora Vallacher
COMMERCIAL—
Arthur T. Adams (Bkpg.)
Helen Brigham (Type)
Julia A. Clark (Arith., Hist.)
Luella B. Cook (Bus. Eng., Eng.)
Perry L. Greenwood (Pen.)
Bessie P. Knight (Geog.)
Carrie Lajord (Geog.)
Inga D. Mosher (Stenog., Hist., Eng.)
Warren W. Oliver (Type., Bkpg.)
Mabel J. Olson (Stenog.)
Lillian O. Roe (Type. Asst.)
Edith M. Wallace (Stenog.)
DRAWING—
Lillian E. Mathias (Freehand)
CIVICS—
Frederick W. Hilgendorf
ENGLISH—
Amy Brusven
Anna L. Cotton
Margaret C. Dorr
Bertha J. Ferguson
Marion Gale
Nora V. Jacobsen
Lillian M. Lindholm
Harriet M. Lucas
Harry H. Maas
Belle K. Middlekauff
Emily E. Morris
Rose M. Muckley
Wilhelmina H. Neumann
Wayland M. Parrish
Winnifred Schureman
SCIENCE—
William F. Blumer (Gen. Science)
James V. S. Fisher (Physics)
Ida W. Hanson (Botany)
Kate MacDermid (Chemistry)
Merle C. McCrea (Ele. Sc.)
John A. Wilson (Botany)
Monica McElroy (Ele. Sc., Physics)
HISTORY—
Elizabeth K. Ames (Ind.)
Thos. M. Biddlecombe
Mary R. Byrnes
Glenora L. Gilman
Harriet H. Holtz (Ind., Civics)
R. J. Schultz (Ind.)
Eliza Loe
Stella Lombard (Ind.)
FOREIGN LANGUAGES—
Hulda S. Abrahamson (Swed., Alg.)
Julius C. Arrieta (Span.)
Signe D. Bostrom (French)
Helen R. Fish (Latin, Eng.)
Esther Friedlander (Latin)
Mary E. LaVigne (French)
Nellie L. LaVigne (French)
Maren Michelet (Norse)
Eva G. Wheeler (Latin)
Carol Webb (Fr. and Eng.)
LAW—
Blaine McKusick (Law, Pol. Econ.)

(Continued)

HOME ECONOMICS—
Anna M. Kreidt (App. Art)
Harriet Niles (Dom. Art)
Lucy E. von Rohr (Dom. Science)

LIBRARIAN—
Lois C. Davidson

TECHNICAL—
William E. Barlow (Shop)
Eugene T. Farley (Shop)
E. G. Glenn (Shop)
Melvin S. Olsen (Shop, Mech. Dr.)
Henry H. Raymond (Shop)
Margaret M. Sheardown (Mech. Dr.)
Walter W. Sturtevant (Mech. Dr.)
A. W. Buckman (Forge, Arch. Dr.)

MATHEMATICS—
Sadie L. Keatley (Alg., Geom.)
Lela M. Klampe (Alg.)
Lura E. Marchant (Alg., Geom.)
Benj. A. Pratt (Tech. Math.)
Delmar E. Walmer (Tech. Alg.)
Mary L. Weber (Geom.)
Mary Wildes (Alg., Geom.)

MUSIC—
J. Victor Bergquist (Harmony)
Henry E. Griebenow
Nelle Robbins (Music Asst.)

NURSE—
Clara E. Hoefflin

PHYSICAL EDUCATION—
Chas. E. Aller
Alice M. Graves
Margaret M. Jude
Evan O. Williams
Edna J. Brannon

VOCATIONAL—
Nellie Loberg

LUNCHROOM—
Alice Odean

Symposium

Part I

What South High Means to Me

The Influence of My Teachers

(First Alumnus Speaks.)

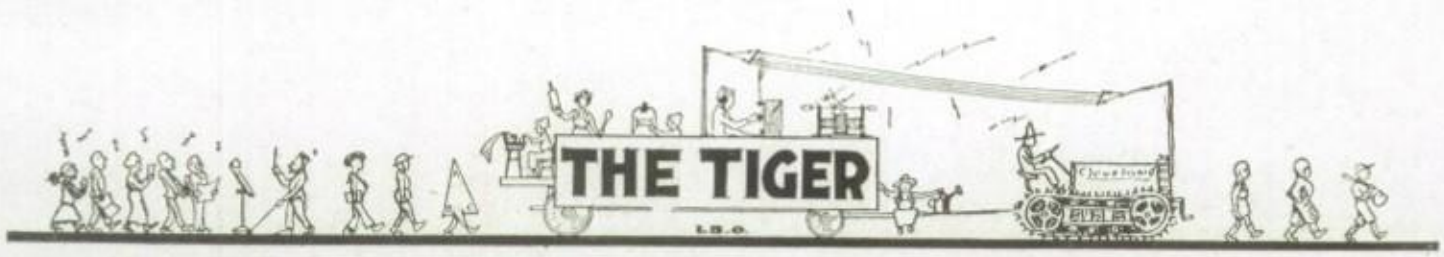
Above the memories of football and basket ball games, of high school society and politics, of lessons prepared and unprepared, recited and bluffed, above all else South High means to me today comradeship. The friendships of those days are undying, though friends are separated by many miles and varying interests.

But greatest of all to me today seems the friendship and influence of the noble men and women of the faculty. The kindly interest of Principal Ozias, the genial quality of Mr. Westerson, the patient indulgence of Mr. Cook in our youthful pranks and love affairs, these I can never forget. Mrs. Bucknam and her enthusiasm, Miss Fuller and her comradeship, Miss Bailey and her scholarly zeal, Miss Kerr with her Scotch austerity, which one learned to regard as a mere mask for a warmth of heart unsurpassed, have made a deep and abiding impress on my life. But the memory and the influence which I think abide most preciously with me are the memory and influence of Miss Watts, who in unselfish devotion lived herself and loved herself into her pupils.

May the South High of today and tomorrow be ever blessed by the presence in her faculty of men and women such as those with whom she blessed us of 1904!

WILLIS T. NEWTON.

San Diego, California.



The By-Products

(Second Alumnus Speaks.)

What South High has meant to me? Have I reached that stage where I can look upon life in a retrospective mood? I hardly think so. Yet I venture to say that I know enough to know that a little learning is a dangerous thing. I was taught that fact at South High School. The smattering of education that I received at that institution was not a "meal ticket" for life, but rather a lesson, teaching that if you want to eat you have to work. What has that in common with my subject? Well, too many people are of the opinion that a High School diploma is a certificate which insures the holder against work. A pawnbroker will never loan money on a diploma, but if a person will use some of the knowledge which the certificate represents, he will not have to be on friendly terms with the pawnbroker.

I do not look upon South High School as a "brick and mortar" institution but think of it in a kind of spiritual sense, the latent mood that I have derived from teaching I received within its walls.

Algebraic signs and equations never have done me any good so far as my "bankroll" is concerned. I can't call the time wasted because the lesson I carried out into life from school was a lesson that books cannot teach, that is, consideration and kindness, the philosophy of helpfulness.

LEO P. McHALE.

Minneapolis, Minn.

The Long Hall

(First Alumna Speaks.)

Life, at first, is a long hall with many closed doors. South High gave me the keys to unlock many of these doors, or directions for finding them. My position has been such that I have not been a participant in the phases of life thus opened up, but I have had to enjoy them from the gallery, as it were. And it is this ability to find enjoyment in many things, many places, many people, that South High has given me above all else.

The world of literature was unfolded there, from various viewpoints; and the love of books and of reading gained has been of untold value to me since. Art and music have been of some interest; and these interests, too, I trace back to South and its associations. For instance, the Holy Grail led from Lowell's "Sir Launfal" to grand opera in "Parsifal," and to painting in Abbey's frieze in the Boston Public Library. Another door gives me glimpses of foreign countries, with their people, their places, their histories, and their associations. Europe, and even our own United States, were only names to me until I heard growing accounts of the travels of my teachers, and saw snapshots and souvenirs they brought home with them.

But the greatest door of all to me is the one which leads into the beautiful land of friendship. Some of the friends who mean most to me now I first met at South High, among my classmates there, and the teachers who guided us in our search for the best things in life—the good, the true, the lovely, the ideal, whether it be in the line of work or of pleasure, of service for others or of recreation for ourselves.

MARY E. HOSKEN.

Seattle, Washington.

Memory's Enchanted Loom

(Second Alumna Speaks.)

Memory is an enchanter's loom on which we weave a magic gauze. Throw this gauze around a log hut and it becomes a castle; a weedy dooryard is elevated to a garden of Eden; or turning the charm, a palace is a place of misery, a prison. How could I leave Minneapolis without shedding bitter tears over a red brick building in south town?—one hallowed by a year of occupancy when I was a blissful "freshie."

In an itinerant family, home is where mother dwells, but what could replace the nooks of that dear old school? There I was first initiated into the mysteries of "este bonae puellae"; there I vainly tried to solve "$x + 2x = 6$, then $x = 2$" and there I joined with Ichabod at the sumptuous feast and trembled with the Egyptians when Cambyses called for revenge!

Oh, the pleasure of standing gravely around the reference table, and—but I won't say whether I ever "skipped" a vacant period, reading Webster's Rhetoric (upside down) on the lawn, for were we not "bonae puellae"? Those were days of freedom when we roamed untroubled by Euclid, Caesar, Macaulay or William I; and wove a tissue which bound the old building to our hearts and which makes me declare that every nook and corner of South High School is a charmed one "and every one is the first link in a long chain of associated ideas. Like the dwelling of infancy, like the song of my country heard in distant lands, they produce upon me an effect wholly independent of their intrinsic value."

TILLIE WILL.

New York City.

Preparation for Life

(First Student Speaks.)

As a senior I look back over my past four years of school life. Scenes are recalled to mind that may have been forgotten. I remember clearly the day when I carried home my algebra book and proudly showed the folks at home the "hard stuff" which I was about to study. Many such memories relating to the entire four years return and rapidly pass out.

It has been said that a high school education is the secondary foundation of a man's life. The high school alumnus will verify this statement and will also relate what it has meant to him. He may not be a capitalist, but, whatever line of work or industry he may pursue, his high school education enables him to conquer and carry out his purpose in life.

To me South High is but a secondary pursuit of life. My ideals reach to a higher stage of life than a high school education can bring one. But, without the secondary part of my education, I cannot pursue my higher aims. Therefore I think that my high school education, although it is but the second step, is my biggest asset because it permits me to enter into the world of higher education with one big point in mind. It is this: I have graduated from South High, and I am confident that with the aid of higher education I may conquer my ideals.

ARNOLD V. ANDRESEN.

Establishing a Record

(Second Student Speaks.)

South High means much to me, not only in education, which is so necessary in the business and industrial world, but also in pleasure and recreation.

It is only rarely that a person succeeds nowadays without a high school education. All men in the business and industrial world demand men and women who are graduates of some high school. When a business man hires a person, he wants references. He wants to know if this person is competent, punctual, a steady worker, and perhaps some of the things they have accomplished. If a person is a high school graduate, he has a good background of general knowledge. The employer can also be furnished with the desired information by this high school.

The athletics and other activities mean much to me in the way of pleasure. But they even mean more to me when I go out into the world and try to find a position. If I go to the different athletic games and perhaps even take part in them, the employer will know that I am not a grind, but a person interested in life and in trying to help someone. If I am a loyal student and do all I can for my school, he will infer that I will be loyal to him and will do all I can to help the firm.

Being a president or other officer of some club, being on the Tiger or Southerner staff, or even being just a member of a club has its benefits also. If the employer learns that you held any of these positions, he will know that you are a responsible person. For who, that is not a responsible person, would be trusted with such an important position?

So here at South we are making records to be referred to later. We are in training for the world of real work.

ESTHER BEY.

The Attainment of Knowledge

(Third Student Speaks.)

What does South High mean to me? In the first place, I am gaining knowledge. One must have knowledge in a certain line before one can become a master in that particular line. A person's view is broadened at the same time. It isn't well to confine one's studies to a narrow curriculum, but it is well to look ahead and see that a knowledge of all current subjects is acquired. That helps one to look at a thing from more than one side. I am fitting myself to go on in pursuit of that which I am intending to make my life work. To make myself as fit as possible, I must become acquainted not only with the subjects pertaining to that work, but get a general survey of the things that go to make up a life worth living. In South High I have learned to read. To be able to choose the right kind of reading material is a step in the direction of education. An example from my experience is: In drama class, I found that dramas were as interesting to read as to see acted on the stage.

In many ways my school life here has helped me get a broader view of life.

ELLEN MOSBECK.

Part II

Who Is An Ideal Student?

He Who Is Versatile

It isn't the one who always digs
And studies all the while,
It isn't the one who always thinks
Of nothing but fun and style.
It isn't the one who always works,
Nor is it the one who always shirks.
But the one who can smile,
Aud study the while
Who can mix fun and play
As he goes on life's way,
Who laughs a little,
And digs the most.
Shirks a little,
But works the most.
Talks a little,
Tho' he knows the most.
That's the Ideal Student.

GENEVIEVE HOFFMAN.

He Who Burns the Midnight Oil

Under the little lamp's green glow,
The ideal student stands.
His back is bent in a mighty bow,
His hair twists in his hands;
And the furrows on his ponderous brow
Are like footprints on the sands.
His marks are just the very best,
He is the teacher's pet.
Why can't we all get down to earth
Aud study with his zest?

DORIS GRIFFOUL.

Part III

The Essentials of Success

Courage

Courage comes first—courage to try to dare some new enterprise. If you dare nothing, you have nothing. You may, perhaps, have gotten in a rut and are timid about getting out. Take your courage in your hands, and land the job you want. Try for it, that bigger, better, good paying position you are aching to get. Work up your courage and you will work up your job.

HELEN SATHER.

Health

Illness and accidents arrive unasked for, and if our bodies are not sound they may carry us to the heavens sooner than we desire. Let a minor but important quality be good health and good health preserved through life.

There are times in all journeys when the gasoline gives out, when the cab-horse dies in his tracks. Then if we have no surplus, providing for this emergency, we are lost; our journey ended. But if we can then produce a nifty little bank and buy our gasoline, we can still be going. Therefore let us have thrift.

DORIS GRIFFOUL.

Service and Leadership

Some of the main qualities that a man has to have in order to be a real success nowadays are initiative, courage, righteousness, honesty and a desire to serve.

The present world has no time for the man that will not take the lead. If one is to succeed he must step out with a sure confident stride and assume responsibilities.

To assume responsibilities and to assure the success of a project a man must have courage. It is one of the mainstays of the structure called Life.

An absolute belief in righteousness is necessary. What do you think President Wilson's, the late Theodore Roosevelt's, and Marshal Foch's attitude on this question is?

Honesty is an asset that could under no condition be eliminated. It is one of the foundation stones of Christianity. You have seen what resulted

from Germany's attitude about this essential quality. The same is true with men.

The last and, in all probabilities the most important, is service to mankind. Here is the spark that lends genius to the individual. If every person could be imbued with this spirit there would be no more World Wars.

VICTOR E. JOHNSON.

Determination

We often see a young man leaving college with a good education, perfect health, and high hopes for a future in which he will outrival Carnegie, and yet, twenty years later, when we meet him again he has gained nothing but weight. What qualities did this man lack, what qualities must we have to do better?

In my opinion we must have one fixed star of desire and towards that star our feet must always plod. No matter how weary our way, the course must never be turned, our eyes must never waver from our star. In other words, determination, strong will power, is a quality we need.

Then to make this sky-bound path as straight and clear as possible we must dream a bit beforehand. Our end and some of the stepping-stones on the way should be visualized. Our second quality is imagination.

The Five Keys

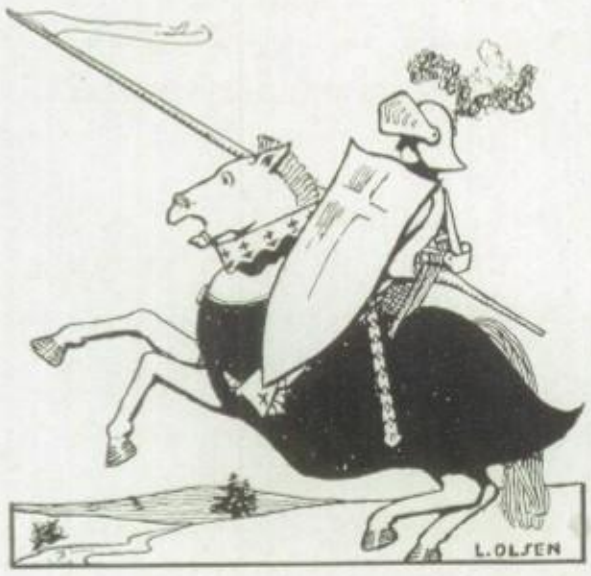
The employment experts accurately express the sentiment of Big Business everywhere. They are engaged in the great indoor sport of Big Business—picking managers while they're green. But how can they distinguish future managers from those destined to be less successful, at so early a stage?

Five qualities tell them the tale of the young man's prospects in the modern business world. Possession of these five equips him to cope with the conditions of big business today. Lack of any one of them foredooms him to a final resting place part way up the ladder. These key qualities are personality, mental grasp, faith in himself and his own ideas, character and health.

Modern business is a highly organized, highly complicated machine. For its delicate adjustment one thing is indispensable—a lubricant. This lubricant is found in the five above mentioned qualities. Without proper lubrication the business heats and sticks and halts, and develops rough surfaces, and in every way refuses to act as it was designed to act. GEORGE CARLSON.

EVERY STUDENT AS AUTHOR

A Knight Errant



THAT I should be picked out from some billions of dreamers by sandy sandman to be knight errant to six beautiful maidens encourages me to aspire for yet bigger things. It happened that as he sprinkled the sand o'er my eyes he transformed me into a knight of King Arthur's Round Table.

Getting down to brass tacks, I was to play the part of the bravest knight belonging to the Round Table. King Arthur, to show in some way his appreciation for my bravery, had invested me with the job of breaking the enchantment of six beautiful maidens who were guarded by four fierce monsters. As a reward, if I should accomplish this duty, he offered to give me the maiden whom I thought to be most beautiful providing I bring them all safely back to the Round Table.

I immediately set out for America (of course only a few miles away). Reaching New York, having nodded welcome to Miss Liberty, I was beset by monster number one. He was supposed to be guarding the means by which I could overcome the remaining ones. After a severe fight, in which I was knocked down thrice, I slew him. This opened the path to Wall Street and gave me clear sailing. Charging down the alley I caught a large leathern bag, which I immediately took to be the key of my success. Opening it, it held nothing, much to my disappointment, but many gold coins.

Boarding my smoking charger at the terminal, I whispered in its fiery mouth, "Minneapolis with haste." After a mighty roar, my steel shod charger flew over the steel roads shrieking terribly at intervals.

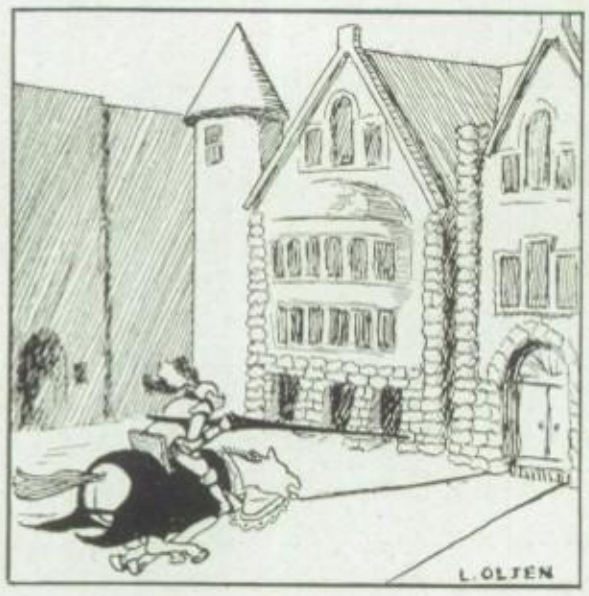
I now thought the worst was over and dreamed of the pretty maiden who soon would be mine. But alack and alas, my charger, with a hideous shriek, slackened its pace.

A terrible rainstorm broke upon me. I was in dire need. Everything looked bleak and dreary. Suddenly a light broke upon me and I found out the good of having a fairy godmother. Rushing out upon the platform I jammed a handful of coins into the paw of a hideous blue monster with many

brass colored eyes. This immediately put him under my power and forced him to cry, "All aboard for Minneapolis."

Jumping aboard, I again fell to musing. While doing this who should attack but another monster far worse than the preceding one. He was white up to his head which was jet black. He fell upon me with a sharp bristling weapon leaving no part of me untouched. A dense cloud arose about me and I perceived he was trying to enchant me. Hastily mashing a handful of gold into his ever present black claws I easily conquered him.

To crown this victory I reached my destination, Minneapolis. Fondly embracing the cold, hard, black neck of my charger, I hastily kissed the hands of the face which looked down from the Milwaukee tower.



Rushing to the castle, called South High, of the last and most terrible of all the monsters, I gained entrance by storming its nearly impregnable doors. Putting on my bravest looks I stepped into the room in which the six maidens were held enchanted by the creature called Latin.

The key to the enchantment was four words which my fairy godmother whispered in my ears. In a most terrible voice I repeated the words, puto, putare, putavi, putatus.

The spell was broken. I was victorious. Six most beautiful maidens gratefully smiled upon me.

Hearing a noise, I looked about me. Lo and behold, Latin had opened a well-worn book, and in a resigned manner recorded my victory.

The question now was, "Which one of the six is most beautiful?" But, alas, I was most sadly interrupted by a most rude poke and a voice which said, "Arise! It is time for school."

CLARENCE NELSON.

A Wife Out of Shakespeare

If I were forced to marry either Rosalind or Viola, I should choose Viola for a number of reasons. First because she does not talk as much as Rosalind. I should have a hard time talking to Rosalind without interrupting her. Also, Rosalind's favorite indoor occupation seems to be getting someone's goat. Second, because Viola has more control over her emotions than Rosalind has. So, there would be fewer domestic eruptions with Viola.

Rosalind is also a little unreasonable when she raves at Phebe for giving Silveus the gate. And in this same scene she also demonstrates that she is no amateur when it comes to bawling someone out.

Outside of these few but vital points, one is as bad as the other. They both like to boss, which is very disturbing to a peace-loving fellow (who also likes to boss). As far as the plays show neither of them can wash dishes or cook, and I have no doubt that (if I could have my pick) I could do better right in this city.

KIRK B. THOMPSON.

A Husband Out of Shakespeare

After a thorough examination of all eligible husbands on Shakespeare's market, I have chosen the sweetest of all, dear Robin Starveling. For I know he will always come right home at dusk, and promptly at six-thirty, when I call him for supper he will answer very dutifully, while hanging his hat straight on its hook, "Here Peter Quince." And then will he rag his dear newlywed on the bitter burnt taste in the stew, or the awful weight of the biscuits? I should think not! For men who have starved all their lives and existed on crusts and scraps until their voices dry up and their bones protrude, do not squabble and grumble over their dinners so long as the aforementioned are plentiful and filling.

And then again dear Robin is considerate of the ladies. He would never have a lion, not even a lion's skin, among them; and as for frightening them with suicide! Oh, my! His heart shudders at the thought of their innocent terror.

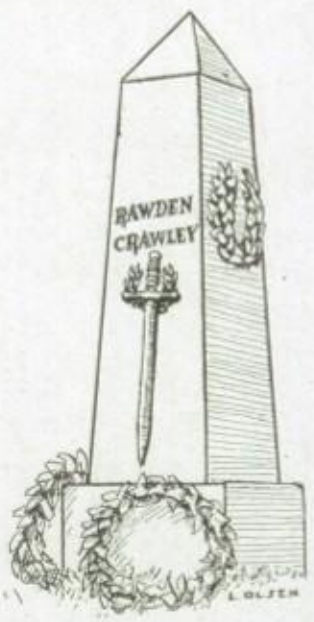
DORIS GRIFFOUL.

Rawdon Crawley's Epitaph

(Written for Novel Class after reading Vanity Fair)

Rawdon Crawley, a king's subject true,
An excellent soldier, gambler too.
He loved a woman, a governess she,
But a vagabond, vampire she proved to be.
Now here he lies, six feet below.
He's finished his act in the passing show.

CLARENCE THYBERG.



Selling Silas Marner

(Written for Novel Class)

Good morning, sir, I am here to see you on business. Yes, thank you, I will sit down. My, but those are certainly fine hogs you have, Mr.—ah—Smith. I noticed them as I drove up.

Oh! so they took first prize at the fair last year! It must take skill to raise hogs like that. It must have taken a lot of care to plant such even rows of corn as you have.

What! Your boy planted the corn? How old is he?

Fifteen? You're proud of him, no doubt. I don't suppose such an out-of-door boy has much time to read?

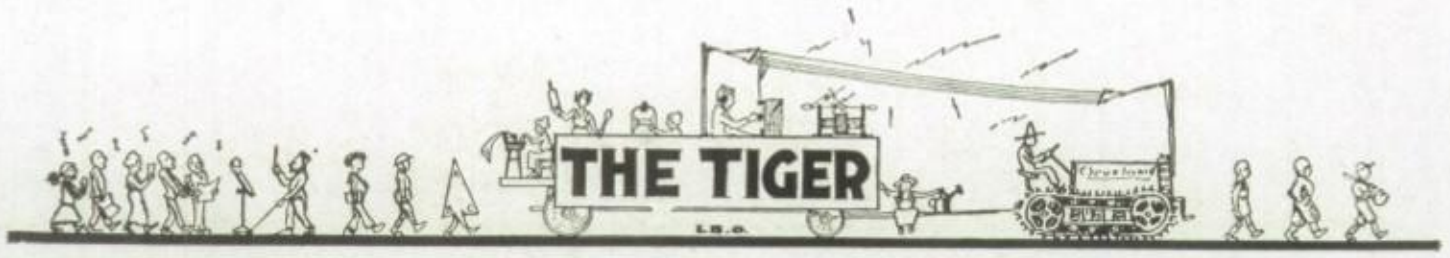
Oh, he reads more than any boy in this part of the country? Where and when does he get books?

So he borrows some, and reads those of his own over many times. Don't book agents come here and sell you books?

Oh! so you would not let a book agent into your house, much less buy any books from him. Well, well, what kind of books does your son read?

Three Alger books, and a book called "Dick Ware, the Young King of Wall Street." Well,—say, come to think of it, I know another book your son should have before he gets a week older. This book is true to life because nothing in it is impossible and could happen and does happen. The Alger books are read by young boys. In these books the hero starts out in life with no money while the mean boy is very rich. In the end the hero gets rich while the rich boy gets poor.

Now the book that I was thinking about deals with a hero and a villain, but money is not the main thing. The main character has little money in the beginning and little money in the end, while the villain is rich from beginning to end. Money is not the most important thing in life, because in the end the hero, whose name is Silas Marner, is happy, and the rich man is sad. Alger books are for young boys and are just a waste of time for older boys. The incidents in the book are impossible and give the reader wrong ideas of life. The book I was thinking of has not exaggerated any incident. It could not give a wrong idea to anyone because it is true to life and has a good moral. The characters are real and human. You will remember them long after you have forgotten other stories you read. In this story you will meet every type of character and each one will be very interesting. The story takes place in a little old town in England. Everybody knows everyone's family history. All the people are happy whether rich or poor. Now this book is a ——



What is its name? Well, the name of this book is "Silas Marner" and is written by the great George Eliot. The story is about 32 years long. The hero is not an ambitious young man but a poor old weaver. You should get this book at your first chance.

Oh, you would buy this book if you could, only that you don't like sad stories. Now, don't get the idea that this story is sad, because it is not. Silas has a great many hardships, but no one could have more happiness than he in the end.

So you want to hear more of this story. Well, if I should tell you part of it it would be less interesting when you read it.

Yes, I know it is about once a year you go to the city, and the country town has very few books. You say that you would not give any money to a book agent because you would never see the book or the money again. Well—say! I'll tell you what I'll do. I'll take your name and send it to the Publishing Company and have them send you the book C. O. D. How will that be? First rate, eh? Well, I must be going now.

Oh! You want to know my business with you. Well—a—a—say, how much do you want for those hogs?

They are not for sale? Well, I just thought I might like to buy them so I thought I'd see you. Now, then, good day, Mr. Smith. I am sure you will be more than pleased with Silas Marner. Oh, Mr. Smith! I may be around later and tell you something about Adam Bede.

RUSSELL PETERSON.

My First Day in High School

For weeks before the start of high school I had imagined what the first day was to be like. I pictured someone coming to meet me, as I came in the door, and handing me a program. This same person would take me to my room. I thought all new pupils received a plan of the building, and from this they could easily find their way about. How different it was, then, when the day actually arrived!

No kind person came to meet me with a program. Instead, I found myself in a crowd of boys and girls each busy with his own affairs. For some time I wandered about the halls, but, at last, I asked a girl where the new pupils should go. She complacently patted one of the numerous puffs in her hair and gave a twitch to her skirt before she answered. Then she said, freezingly, "Hire someone to show you to the basement. When you get there turn to your right, then to your left, go in the first door, and ask the goldfish in the tank to give you directions."

Just then I heard giggles behind me, and on turning around I saw two boys whose faces were purple with laughter. In answer to my questioning look, they pointed to my back. I clutched wildly at my back and tore off a placard on which was written in large, bold letters, "This person is GREEN and FRESH!" I threw it on the floor, stamped my foot, and, turning on my heel, left them. A girl who had witnessed the little scene, took pity on me and told me to go to the auditorium. She also gave me directions for finding it.

I reached the auditorium in time to listen to a talk given by one of the faculty. After this, we were divided into groups and taken to our home rooms. "Now," I thought, "my troubles are over." However, I soon found out that more were to come.

On the way to my first class I became completely lost. Remembering my previous experience, I resolved not to ask anyone for help. At last all the pupils were in their rooms and I was left alone in the hall. I turned a corner and came face to face with a teacher. She sternly demanded my pass. I told her I had none. I did not even know what they were. I was lost, and would she please tell me how to find room 117. She impatiently told me, adding that I must not be caught in the halls again without a pass or I would be sent to the office.

By this time I was so confused I hardly knew what I was doing. Thus, when the first lunch period came, I took it. I found out afterwards, to my sorrow, that I should have taken the second, and that I missed my Latin class. The second lunch period I had vacant then and I spent it wandering about the halls. Nearly everywhere I was greeted with cries of "Freshie! Freshie!"

I heard this cry again and again during the rest of the day. I was much relieved, therefore, when the last period was over and I stepped outside the door. No familiar buildings could I see when I looked around. I had come out a different door than the one I had gone in. I walked around the school, and, to my great joy, on the other side I recognized the surroundings. Now I was safely on my homeward way, and I hoped with all my heart that the second day would be less terrifying than the first. HELEN SATHER.

What Are the Benefits of an Enlistment in the United States Army?

(Awarded first place in contest at South High School.)

The benefits of an enlistment in the United States Army depend largely upon a man's ability to accommodate himself to circumstances and to select or reject that which is good, ennobling and uplifting. If he can do this, and has ambition and determination, what can he not be benefited in by enlisting?

When a man enlists he becomes a marked man because of his uniform. He gradually comes to look upon himself as a defender of his country and thus his sense of chivalry and patriotism is enhanced. The consciousness that upon his faithfulness depends the welfare of his country stimulates a desire to become as perfect a man as possible in meeting danger, in overcoming opposition, and in developing resourcefulness and practicability.

Physical strength is almost indispensable to success. A man enlisting in the army is also enlisting in a health crusade, knowing that by joining the army he is going to get the best training, which will make him as perfect physically as man can become.

The requisites for health, regularity of daily life, food that is good and well cooked, fresh air, wholesome surroundings, cleanliness, and medical attention—all these the soldier has. Thus he cannot help becoming a healthy, well-formed, erect man.

A man does not need much education to enlist; but as soon as he does enlist, the government begins to educate him. Whatever his inclinations are there is a position in the government's fourteen branches of service that will appeal to him. He learns a trade well; then if he returns to civil life, he is so much better equipped to face the world.

Uncle Sam gives his soldiers an opportunity to travel, to see other people, customs, and places at his expense. This broadens his mental facilities, shows him human nature, and educates him in a way no book is capable of doing.

In the army a man gets discipline; he learns obedience and promptness. As he advances, he has more responsibilities; he learns to lead and help those under his command. In his contact with so many men, he acquires keen judgment; he learns to be charitable and considerate; he becomes independent; he is instilled with a higher sense of patriotism and self-denial.

So the government educates the man mentally, physically, and spiritually, pays him as he learns, gives him a wonderful experience, and furnishes him a magnificent chance to prove himself a real man. Greater than any of these rich benefits is the most glorious of all—a chance to serve his country!

CLARA KILDAHL.

Every Student's Diary

Sept. 8—School opens.

Sept. 9—School continues to open. Some manage to escape to welcome President Wilson.

Sept. 11—All High School garden contest. South wins second place. When do Mr. Wilson's chickens come in?

Sept. 17—Constitution Day. Mr. Washburn, speaker.

Sept. 22—Junior-Senior spelling contest. Seniors carry away cup presented by Miss Schureman.

Sept. 26—Faculty picnic at Glenwood Park. Reception and initiation of new members. Deleted by Censor.

Sept. 20—Speech on Americanism and Education by Mr. Ryan.

Oct. 1—Helen Bennett comes to school on time.

Oct. 2—Haynes, Nickel and Lovas chosen rooter kings at a rousing mass meeting. The Lovas hop has won him fame.

Oct. 3—South defeats Mechanic Arts of St. Paul with a score of 9-0.

Oct. 9—Speech on Junior Red Cross by Mr. Dahl. Frank Poole, who has been an enthusiastic alumnus of South since the days of Columbus, gave a rousing talk on football. Mr. Stover, also an alumnus, gave a short talk on football.

Oct. 10—South defeats East, 12-0. Helen, the rooter queen of the middy club, did her bit in getting the student body to root. Three cheers for Helen!

Oct. 16—Mass meeting. Band makes its first appearance—Mr. Parrish keeps base tuba under good control.

Oct. 17—South-West game. South wins, 28-6.

Oct. 20—No-accident Week. John P. Gardner, speaker. Sunlight Hop given by Rooms 113 and 106 for their orphan in France.

Oct. 23—South's "pep" was shown in the most enthusiastic football meeting of the season. Messages were received on the South-Central game. The main attraction was Tollefson, the reporter.

Oct. 24—A hard game was fought between South and Central. Central victors. Score 6-0.

Oct. 27—Roosevelt's birthday. Address by Rev. T. E. Cullen of the Pro-Cathedral. Sunlight Hop given by Entre Nous.

Oct. 28—Class meeting in which Seniors decided to have a graduation, although the students are not to take part in the program.

Oct. 31—South defeats North 13-6.

Nov. 7—Senior Class party. A few wall flowers and a very good time.

Nov. 11—Armistice Day. School closed at twelve o'clock. Everybody wished to see the parade.

Nov. 18—Dr. George James of the University of Minnesota gave an address for the encouragement of National Military Training.

Nov. 27—Thanksgiving. Oh, what bliss! One day vacation.

Dec. 5—Moonlight Waltz by C Seniors.

Dec. 9—Chorus classes give The Messiah.

Dec. 12—Commencement.

Dec. 15—New Quarter begins.

Dec. 19—Christmas program. Vacation begins. Merry Christmas!

Jan. 4—Happy New Year! School begins again.

Jan. 9—Skit in auditorium to boost Southerner subscriptions. Tollefson's feet make hit.

Jan. 9—P. M.—First basketball game of season. South vs. Blake. Blake skinned 47 to 7.

Jan. 12—Second spelling match at South. Seniors tower over Juniors. Awarded Schureman Loving Cup.

Jan. 16—Greb comes to school with mustache. South may now boast of a perfect triangle.

Jan. 16—Plans completed for bringing home scalp of Central. South vs. Central game scheduled.

Jan. 16—P. M.—Sorrow at school. Plans lost for above mentioned game. South fails to bring home trophy.

Jan. 19—Well, it's gone—disappeared—vanished. What? Greb's latest asset, his mustache!

Jan. 19—Why is a certain young lady in our midst wearing a sparkler since vacation?

Jan. 23—Game South vs. East. East groans all way home. Knocked down 23 times by South.

Jan. 29—Mass meeting. Cheering for game. Let's all go!

Jan. 30—Ripping game. South knocks West out 25 times.

Feb. 6—South vs. North. Who said we couldn't beat them? We hit them hard just 20 times.

Feb. 10—Senior Kid Day. Some kids! Say, Ted, where'd ja get the lid and clock?

Feb. 11—Mass meeting. Program to honor Lincoln's birthday. Dr. Stanley Bergen addresses school.

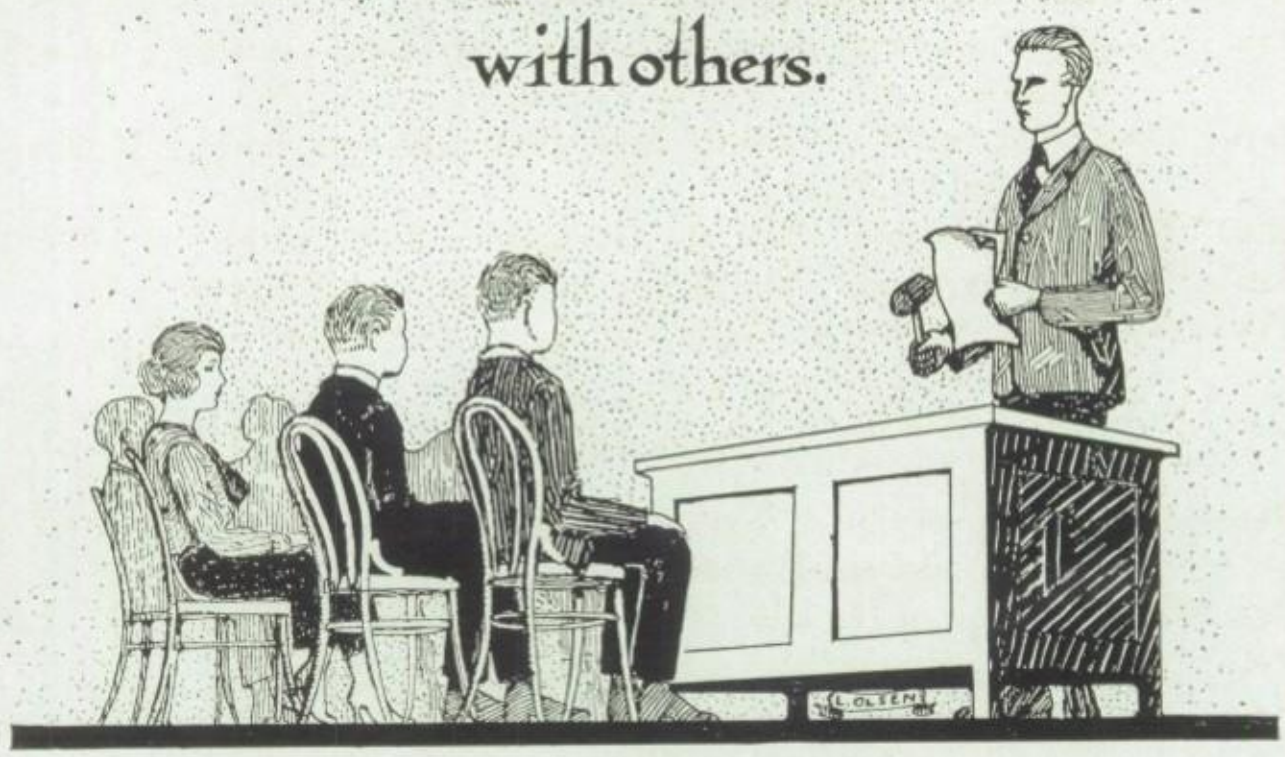
Feb. 15—Question of the day: Did he send you a Valentine?

Feb. 16—Senior girls get rings, but not THE ring.

Feb. 20—Second round. South vs. Central—Oh, Central, how Blue are you? We did beat you 15 to 19.

THE CLASSES and ORGANIZATIONS of EVERY STUDENT

Every student must learn how to live, how to get a living, and how to live with others.



The Band

Director—W. M. Parrish

The South High School Band entered upon its second year with undiminished gusto. During the winter and spring of the preceding year it had become a regular feature at the basketball and baseball games. It even took considerable credit for some of the South victories, especially the famous East-South game, played on somebody's cow pasture on the East Side. It spent most of the afternoon in locating the playing field, but as soon as it arrived and struck into a stirring march, the team had a rally and scored two runs. And thereafter every time the band played a South man crossed the plate.

The climax of the year's work came on Commencement night, when the band played, with almost professional finish, the delightful "Diploma March," composed (and directed) by its own tuba player, Milton Olsen.

In the fall the band was present at every football mass meeting and game and did more than any other agency or person to put zest and snap into the contests. The sight and sound of the South bleachers massed with orange and black rooters, swaying in unison to the rhythm of "On for South High" or "Chocolate Soldier Sammy," as blared forth by the band, would have been an inspiration to any team. The band worked hard to make the football season a success both from the standpoint of winning games and that of getting out a big enough crowd to pay expenses.

During the winter term the band continued its regular service at mass meetings and games, even playing a grand march for the Junior-Senior spelling match.

Besides this it took up the study of more dignified music and at a special recruiting meeting on February 26, essayed the rendition of selections from "The Bohemian Girl," with solos for baritone and cornet, played by Mr. Parrish and Harry Hagman. The same program featured a xylophone solo by Clyde McCue. The entire program was repeated the following night at the big South Town party in the Art Institute. Having got by successfully with this attempt at grand opera, the organization went to work on music of a similar grade with the hope of developing a considerable classical repertoire by spring.

The band will lose by graduation its accomplished cornet soloist, Harry Hagman, but many new musicians are constantly coming in and the future is rosy with promise. The band has made an enduring place for itself in our school life. Long may it blow!

The Orchestra

The orchestra, which now consists of thirty members, has a very complete instrumentation this year. Many of the members are playing for the first time in a High School orchestra but they are developing rapidly and ought to make the present organization a strong one.

Under the skillful direction of Mr. Walmer, the orchestra has met with marked success. During the year it appeared at the Minneapolis Institute of Arts.

At the time of organization the following officers were elected:

Abe Katzman	Concertmaster
Ellsworth Erickson	President
Donald Libby	Secretary
Phyllis Hand	Treasurer
Lyle Quam	Librarian

The Girls' Glee Club

Surely everyone knows that South High has a Girls' Glee Club. If he does not, he evidently neglected the opportunity to hear on past occasions the wonderful display of vocal and instrumental talent with which the members of this organization are gifted. We do not say this in any spirit of flattery or false pride, but because the testimony of the large audiences that greeted the club at numerous performances has proven this.

The Girls' Glee Club now has a membership of thirty. Under the efficient leadership of our genial director, Mr. Griebenow, and his assistant, Miss Robbins, this club has been doing some of the best work it has ever done since its organization. It has appeared a number of times at the "Art Institute," besides doing work in our own school auditorium.

GERTRUDE SKAROLID.

Boys' Glee Club

The Boys' Glee Club rallied this year with its full quota of thirty-two boys. Under Mr. Griebenow's able direction, rough spots were smoothed out, and at the end of the first quarter, the club rivalled the showing of any former Glee Club. It appeared frequently during the winter at banquets, meetings, and entertainments, receiving ovations on every occasion. Miss Nell Robbins very efficiently accompanied the Club at most of its appearances.

Its musical library has been increased to the value of fifty dollars.

Working in conjunction with the Girls' Glee Club, a joint performance was given at the Art Institute on South High Night and a record attendance was secured.

The outlook for next year is exceedingly bright.

SAMUEL G. SMILOWITCH.

Blue Triangle Club

Ranking as a girls' club which does things, the Blue Triangle Club, for which all sophomore, junior, and senior girls are eligible, has closed its first six months of active organization. The club was organized through the efforts of Miss Bernice Gregg of the Young Women's Christian Association. Its purpose is to maintain a high Christian standard of living, and to promote a spirit of friendliness among the girls of South High. At the first meeting the following officers were elected:

Helen Bennett	President
Evelyn Hedin	Vice-President
Mildred Chalman	Secretary
Florence Rostratter	Treasurer

Gladys Hendrickson, Ellen Mosbeck, and Katherine Miller were appointed chairmen of the Social, Program, and Service Committees, respectively. Misses Harriet Holtz, Emily Morris, Helen Fish, and Nora Jacobsen were elected faculty advisors.

At the meetings, held the first and third Thursdays of every month, different questions of interest to the girls are brought up. At one of the meetings, proper dress for schoolgirls was discussed. The subject was illustrated by a style show, displaying styles old and new, good and bad. At another, a talk was given on books. On February 24, there was a joint social meeting of the Blue Triangle Club, and the Hi-Y Club, its brother organization.

Plans have been made for outdoor meetings when the weather permits, for a summer camp, and for a conference sometime in May.

HELEN BENNETT.

Entre Nous

The "A" Senior girls of the January class of 1911 founded the Entre Nous Society. At once a constitution was adopted which voices the purpose of this club: "To develop the highest standard of womanhood and to promote a spirit of co-operation and fellowship among the members of the club." The girls selected the name "Entre Nous" for their club because it meant "Among Ourselves." Every January Class, since then, has been eligible to membership of this club. The meetings are held every second Tuesday of the month. They are alternately business and social.

At the beginning of this term, the Entre Nous and Pocahontas clubs entertained the Freshmen, promoting the "Big Sister" movement. Since then, there have been several social affairs, such as a sunlight-hop, given in the gymnasium for the purpose of promoting general good fellowship around the school.

The girls of this club entertained the Pocahontas girls at their last meeting. After a short program the girls spent the rest of the afternoon dancing. Later the Entre Nous club finished their year's work—a warm quilt which was given to the community chest for its needs.

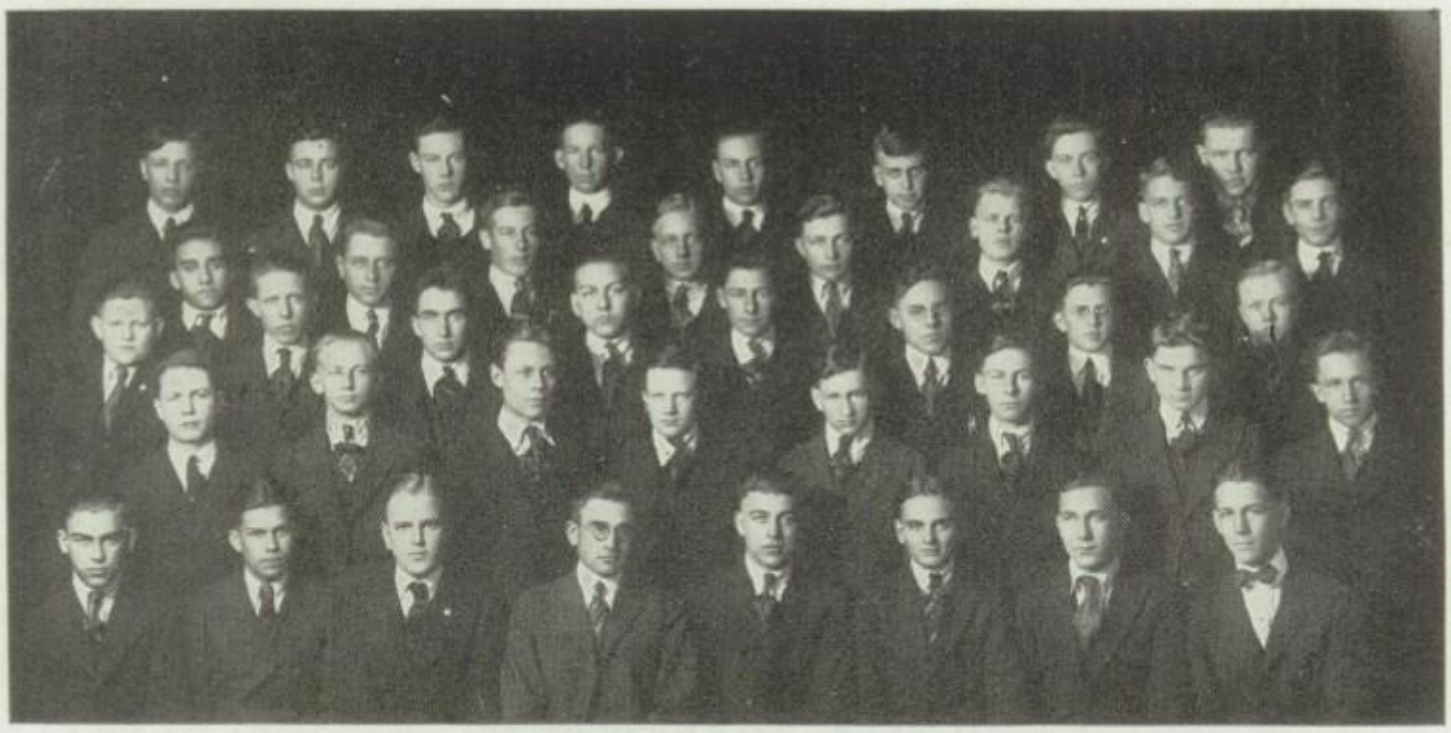
The O. B. T. Club

The O. B. T. Club is a Junior Hi-Y organization composed of Sophomores and Juniors whose purpose is to promote Christian fellowship among the students. Meetings are held every Friday night either at the Central "Y" or at an appointed home of a member. The programs on these evenings are those that have been worked out by a national committee, which has for its purpose the mental, physical, spiritual, and social development of its members.

Officers

Donald Christiensen	President
Willard Mohn	Vice-President
Cyril Hedlund	Secretary
Ralph Beckwith	Treasurer
Mr. Maass	Faculty Advisor

WILLARD MOHN.



The Hi-Y Club

The Hi-Y Club is founded on the supposition that a certain feeling of perfect understanding and good fellowship for the other fellow is created when boys stretch their legs together under a table. The supposition is fully justified by the singleness of purpose found in the Hi-Y organization.

The friendship campaign put across by the club last March, whereby two hundred South boys were granted half-hour interviews concerning their life-work by some of Minneapolis' business men, was a sample of the service which it is the aim of the Hi-Y to render to the school.

The Hi-Y has a membership of sixty energetic, healthy, bean-eaters. The meetings are always well attended; an inspiring address is delivered by some social worker or business man.

The standing committees, discussion group, membership and publicity, all functioned regularly and consistently. The officers of the year were:

Harold Berggren	President
William Johnson	Vice-President
Carl Swanson	Secretary
Milton Anderson	Treasurer

Pocahontas Club

The Pocahontas Club was reorganized by the girls of the June graduating class of 1920.

This organization composed of all the girls of the June graduating class, both "A" and "B" Seniors, has achieved much success in both social and settlement work.

A week before Thanksgiving a number of the girls made up boxes, which contained sweets, gum, money and stamps, and sent them to wounded soldiers at Fort Sheridan.

At Christmas time the girls bought clothing and gifts amounting to nearly forty dollars and gave them to fourteen poor children. The beginning of the term the Pocahontas with Entre Nous entertained the Freshmen girls at a party in gymnasium. The Pocahontas alumnae girls initiated the 1920 girls at a "Kid" party at the beginning of the quarters. Various wierd ceremonies were enacted.

Besides the parties many interesting business meetings were held at which graduation problems were discussed and settled.

Officers

FIRST QUARTER		SECOND QUARTER
Helen Mullane	President	Helen Mullane
Helen Bennett	Vice-President	Ruth Lockhart
Margaret Kelly	Secretary	Margaret Kelly
Violet Lind	Treasurer	Violet Lind
Esther Dyke	Sergeant-at-Arms	Esther Dyke

HELEN MULLANE.

The Middy Club

During the 1919 football season, Pocahontas and Entre Nous girls reorganized the only girls' rooter club in the school, the Middy Club. At the first meeting, Helen Bennett, a Pocahontas girl, was elected rooter queen.

The club showed so much pep in their cheering and singing at the first football game, that the moving-picture machine operator decided to take pictures of them. They did their bit at the basketball games, too, and always tried to show the team that it had the loyal support of the school behind it.

The present Middy Club hopes that future senior girls will carry on the same work of supporting the teams in all their athletic encounters.

H. E. B.

Svithiod

The Swedish classes last year organized the Svithiod Club. The purpose of this club is to promote a better knowledge and understanding of what Sweden has done for the world in science, literature and art. The club has a membership of about thirty-five.

This year there have been many good programs about noted Swedish writers and scientists. There have been also lectures about Sweden. This has been a splendid year and it is to be hoped the club will continue to prosper and will remain a real part of the school life.

FIRST SEMESTER	Officers	SECOND SEMESTER
Harold Hammer	President	Harold Hammer
Harold Smith	Vice-President	Fred Larson
Esther Johnson	Secretary	Evelyn Hedin
Lillie Anderson	Treasurer	Esther Nord
Mrs. Abrahamson	Faculty Advisor	Mrs. Abrahamson

Svithiod

El Centro Iberico

Another language club has been formed at South within the past year, which is called "El Centro Iberico." The name means, in English, "The Hiberian Club," and is so called because the ancient name of Spain was Hiberia. The object of the club is to broaden the members' knowledge of Spanish, of Spain, and of Spanish-American countries.

Any student studying Spanish is eligible for "El Centro Iberico." It was organized late in 1919, and meets the first and third Wednesdays of every month.

The Edda Club

The Edda Club is now in its fourth year as a successful organization. When the club was first organized its membership was composed exclusively of Norse students, but this policy has been changed to allow any student who is interested in the Norwegian language and literature to be eligible for membership.

The purpose of this society is to further interest in Norse, Norwegian customs, traditions and history; the programs, which are conducted twice a month, are performed with this object in view.

The meetings during the present year have been devoted to discussions of the lives of Norwegian poets and authors, some of whom were John Bojer, Moe and Asbjornson. Musical selections have been suited to the program.

One party has been given this year. It was held early last term for the purpose of initiating new members. Twenty-two new members were initiated.

Officers

FALL TERM		WINTER TERM
Clinton Nelson	President	Raymond Myhre
Maurice Tollefson	Vice-President	Edith Gordon
Gudrun Brude	Secretary	Lillian Wold
Raymond Myhre	Treasurer	John Bowles
William Nelson	Sergeant-at-Arms	George Robertson

Faculty advisors: Misses Michelet, Jacobson, and Middlekauff.

CLARA KILDAHL.

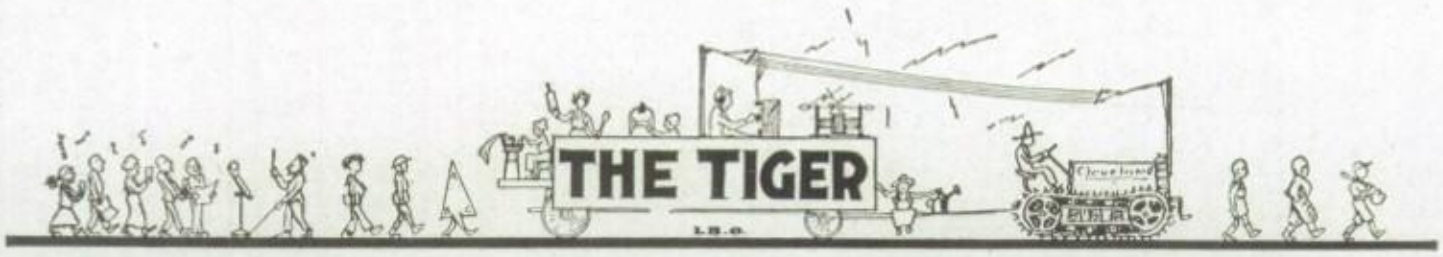
The Technical Club

After a long interim the Technical Club again reorganized under the leadership of Mr. Fisher. The boys are increasing their number at every meeting. Programs are voluntarily given by members. There are literary and musical numbers included. Heated discussions feature every program. Speakers are often invited to speak on difficult subjects. The club will visit manufacturing plants in the Twin Cities from time to time. The boys expect to have a complete wireless set by the end of the term.

Officers

Harold Hammer	President
Folmer Bjerre	Vice-President
Peter Tarpgaard	Secretary-Treasurer
Arthur Dimmick	Sergeant-at-Arms

JOSEPH JURAN.



The Garden Club

Food is the most important single item used in civilized life. Food is scarce and the indications are it will continue to be so for a long time. A prominent student and lecturer, while addressing a group of citizens last fall, said: "Every family should, so far as possible, produce food for its own use. This is the best solution of the living problem." The Garden Club has taken this as its goal. Every man, woman and child should do something toward getting his living directly from the soil.

The S. H. S. Garden Club has been in existence three years. Its members have cultivated a total of seventy-five acres with an average estimated yield of $200.00 per acre. In the annual interscholastic contest South has done fairly well, winning fourth place in 1918 and second place in 1919.

The project method is used in giving credit. Each student is judged by the success he has with his garden. The United States Government plan of organization and lesson outlines are used quite largely.

Eighty per cent of the club members are students in school and the other twenty per cent are teachers and parents. The school greenhouse is a large factor in the success of the work. Last year over 8,000 plants were sold and 2,000 were given away. The greenhouse class endeavors to provide the best varieties of vegetable and flower plants at low prices. Students may buy seeds at cost at the annual Spring sale.

OLGA WOLD.

The Green Cross Society

The Green Cross Society is a "War Baby." It was organized in 1917 to give the Plant Industry students an organization through which they could aid the American war work to an advantage. Much was found to do. Letters, candy and food were sent to soldiers in camp. The American Red Cross Society got large donations of vegetables and flowers. After each plant exhibit the produce was given to one of the Red Cross sales rooms.

Members of the Green Cross volunteered to do all sorts of war work. Fourteen girls visited gardens all summer. Fifty members helped hunt the harmful barberry bushes and gave advice about destroying them.

The society aroused community interest in raising food on the home lot and a thriving garden club was organized with 800 members. As national conditions changed the club extended its efforts into other forms of service. The students studied plant and animal problems. Once or twice a term some prominent lecturer is brought in from the city or university to speak to the group. In this way the study side of the club life is kept alive. The service committee assists in the care and handling of a large collection of decorative plants which are at the service of the school. Once a term there is a frolic where serious matters are forgotten.

The green color is borrowed from the plants and indicates growth. The symbol might well be "S. S. S." Study, Service, Social welfare. All students of plants and animals are invited to join. The president is chosen annually from the class in Green House Practice.

LORETTA SHEA.

Inkpah Club

With the motto "Highest Attainable" as a spur, the Inkpah club has successfully completed a worth while year.

The main feature of the literary work has been interesting programs. Dramatic sketches and current topics have proven instructive as well as entertaining.

In a musical way the club has been unusually fortunate. Talents in this line have added much to the success of the programs.

Although a literary club, a few social events have been included, chief of which was a Hallowe'en Masquerade ball held at the home of one of the members.

The club wishes to extend a sincere "Thank You" to its advisors, Miss Davidson and Miss Knight, for their co-operation and assistance in making the year's work a success.

Officers

FIRST SEMESTER		SECOND SEMESTER
George Lundberg	President	Rueben Skog
Jeanette Northam	Secretary	Marrion Morris
Clinton Nelson	Vice-President	Robert Swanson
Ralph Brastad	Sergeant-at-Arms	Morris Tollefson

ELEANOR ARNESEN.

The Papyrus Club

The Papyrus Club, organized a few years ago in Miss Cotton's English classes, is proving a valuable factor in our school life. One period each week is devoted to a short business meeting and a literary program.

The club is composed of members from the Senior English classes only, and its object is to promote general culture among the members. The programs are literary, composed of readings, recitations, debates, and the like. Nor is the musical talent of the club dormant. The Papyrus Club has been fortunate in having both vocal and instrumental skill.

Taken all in all, the Papyrus Club offers excellent literary training for those who are willing to work. A program each week is welcome after the wearying routine of the class room.

THEODORE SCHIMELPFENIG.

The Meridian Club

The Meridian Literary Club has been organized for nearly four years. It is composed of Juniors and Seniors. From the beginning it has sought to attain the highest degree of perfection possible. Much credit is due to the charter members who gave the club its admirable start.

The purpose of the Meridian Club is to give its members literary training. Two short years are hardly time enough in which to accomplish this, but the Club is satisfied if its members carry away with them the desire to perpetuate the purpose and spirit which the society represents.

Though essentially a literary organization the club has its social life also. During the last year a wiener roast, dance, and sleigh-ride party have been held.

A Meridian Alumni Association has been formed. It is the intention of the two organizations to have at least four joint meetings every year. Through the combined efforts of the two clubs the Meridian purpose and spirit will be carried on.

FALL TERM	Officers	WINTER TERM
Harold Hammer	President	Victor E. Johnson
William O'Neill	Vice-President	William O'Neill
Ruth Lockhart	Secretary	Ruth Lockhart
Theo. Schimelpfenig	Prime Meridian Editor	William O'Neill
Faculty Advisors		Miss Lajord and Mr. Adams

VICTOR E. JOHNSON.

The Classes

DECEMBER HONOR STUDENTS.

DECEMBER CLASS OFFICERS.

Class of 1920
December Division

In January, 1916, a class of about 350 students came to South High. Most of the students in the class took the General Course, but almost as many took the Commercial Course. After the first week the strangeness of everything changed, and they began to feel more at home in the building.

By the time they were sophomores they felt quite important. A few had dropped out, some because they had to and some because they wanted to.

Then they were Juniors. How good it felt when anyone asked what class they were in to say, "I'm a Junior." Now they became active in the school organizations, some joining the Inkpah, Meridian and other clubs of prominence. The class itself organized, and they had a Junior party.

When they became Seniors the two classes were divided into three, with only one graduation, in June. By a vote of one class they were granted the privilege of a separate graduation for their class in December.

Among some of the prominent students in the class were Carl Swanson, who helped win our athletic trophies; George Lundberg, an officer of the Inkpah; Victor Elving and Almira Hoppe of the Southerner.

The officers of the "A" Senior class are:

George Haynes	President
Ralph Brastad	Vice-President
Irene Weyrauch	Secretary
George Lundberg	Treasurer
Harry Hagman	Sergeant-at-Arms

FRANCES SANDIN.

Hall of Fame
December, 1919
Students

Charlotte Bergholtz	Most Popular	Ralph Brastad
Irene Weyrauch	Best All-around	Carl Swanson
Emeline Gale	Best Dancer	Sol. P. Ehrlich
Marilla Collins	Best Bluffer	George Haynes
Frances Joul	Best Fusser	John Dickinson
Emeline Gale	Best looking	Ernest Nickel
Pearl Peterson	Busiest looking	Ralph Nelson
Charlotte Bergholtz	Classiest	George Lundberg
Anna Begert	Cutest	William Lovaas
Marguerite Kixmoeller	Girl who talks the most	
	Boy who talks the most	George Haynes
Charlotte Bergholtz	Least Studious	George Haynes
Martha Hagberg	Most Studious	Victor Elving

December Seniors

Getting out the Southerner

Beware! We're on

Burns

Leap Frog

Girl Freaks

H' sure stopped

Who likes the Girls?

The Cage is open

Prayers before Mess

Mabel L. Ahlm—"May"
1920 Fourth St. S.
"I know we'll have fun. Mabel will be there."
Entre Nous, Middy.

Anthonie Anderson—"Tony"
826 Sixteenth Ave. S.
"Pleasure and action make her hours seem shorter."
Entre Nous, G. A. A., Edda, Middy.

Edna L. Anderson
4116 Forty-third Ave. S.
"In maiden meditation fancy free."
Entre Nous, Middy Club.

Margaret G. Anderson
3119 Cedar Ave. S.
"Her heart is true as steel."
Entre Nous, Middy, Tiger Board, Spanish Club.

Alice M. Atlee—"Al"
3333 Thirty-second Ave. S.
"Her eyes are homes of silent thought."
Entre Nous, Middy.

Arthur C. Beckman—"Art"
4902 Thirty-fifth Ave. S.
"With most admired disorder."

Anna Begert—"Ann"
3326 Mondomin St.
"Gives to airy nothing a local habitation and a name."
Entre Nous, Le Cercle Francais, Green Cross, Papyrus, Middy, Tiger Board.

Charlotte Bergholtz
2427 Chicago Ave.
"Your moods change with the wind; you're a riddle, lady love."
Entre Nous, G. A. A., Middy, Tiger Board.

Anna Blumenfield—"Dickie"
3028 Emerson Ave. S.
"A merry heart goes all day."
Entre Nous, Spanish, Middy Club.

Ralph Brastad—"Boo"
1814 Thirteenth Ave. S.
"Why do we all like Ralph? Because he is so fair."
Inkpah, Hi-Y, Edda, Rooters' Club, Tiger Board, Class Officer.

Gudrun Brude—"Gubby"
1836 E. Thirty-fourth St.
"A sweeter girl we've never known."
Entre Nous, G. A. A., Edda,
Le Cercle Francais, Middy Club,
Green Cross.

Marilla Collins
3528 Fourteenth Ave. S.
"Now here, now there, Marilla, where are you?"
Entre Nous, G. A. A., Spanish,
Middy Club.

Lester Dahl—"Les"
3725 Fourteenth Ave. S.
"Smile, Lester, smile."
Technical Club, Rooters' Club,
Papyrus, Southerner Staff.

Mildred G. Dahl—"Mil"
2539 Eighteenth Ave. S.
"Oh, I guess I'll come."
Entre Nous, Middy, Edda,
G. A. A.

John O. Dickinson—"Major"
2725 Seventeenth Ave. S.
"There is nothing like military training."
Southerner Staff, Le Cercle Francais, Meridian, Rooters' Club,
Papyrus, Head of Military
Training.

Chrystal P. Echlund—"Stella"
1808 Fourth St. S.
"In me, as yet, ambition has no part."
Entre Nous, G. A. A., Middy,
Le Cercle Francais.

Victor Elving—"Vic"
3540 Twenty-first Ave. S.
"Our busiest honor student."
Editor-in-chief of the Southerner.

Emmet Erickson—"Eric"
3137 Twenty-ninth Ave. S
"Have you asked her yet?"
Rooters' Club, Technical, Papyrus.

Ethel S. Erickson
2504 Eleventh Ave. S.
"Her voice was ever soft and low. An excellent thing in a woman."
Entre Nous, Middy, G. A. A.,
Svithiod Club.

Sol. P. Erlick—"Sol"
912 Fourteenth Ave. S.
"Solomon in all his glory."
Class Play of June, '19, Hi-Y,
Rooters' Club.

Erna Fiedler—"Dollie"
3132 Nineteenth Ave. S.
"She of sprightly ways."
Entre Nous, Spanish, Middy Club.

Margaret Forbes—"Muggs"
3951 Forty-second Ave. S.
"To live in hearts we leave behind is not to die."
G. A. A., Spanish, Entre Nous, Middy Club.

Josephine Froyd—"Jo"
3015 Fortieth Ave. S.
"She looks shy, but oh my!"
Entre Nous, G. A. A., Middy, Le Cercle Francais.

William Gagnon—"Bill"
330 E. Eighteenth St.
"Oh, sweet cookie!"
Baseball, Football, Meridian, Southerner Staff, "S" Club.

Emeline Gale—"Peggy"
1824 Park Ave.
"She wins!"
Entre Nous, Middy, Le Cercle Francaise, Tiger Board.

Helen Gustafson
3308 Thirty-fourth Ave. S.
"Fair as the evening snow."
Entre Nous, Svithiod Club.

Martha Hagberg
817 Twentieth Ave. S.
"When she passed it seemed the passing of exquisite music."
Entre Nous, G. A. A.

George Haynes
3119 Twenty-third Ave. S.
"Our president."
"A" Senior Class President. Meridian, Glee Club, Tiger Board, Hi-Y, Rooter King.

Maurice H. Hershwitz—"Hershy"
1112 Sixth St. S.
"Nature has framed strange fellows in her time."
Hi-Y, Southerner Staff, Tiger Board.

Almira Hoppe—"Poppy"
4222 Twentieth Ave. S
"Love, sweetness, goodness, in her person shines."
Entre Nous, Middy, Tiger Board, Green Cross, Southerner Staff.

Winifred Ingvolstad—"Winny"
1523 E. Eighteenth St.

"A girl of womanly virtue."

Entre Nous, G. A. A., Middy, Edda.

Raymond Jacobson—"Ray"
3441 Sixteenth Ave. S.

"Our quiet little boy."

Orchestra, Rooters' Club.

Evelyn M. Jenson
3026 Hiawatha Ave.

"The fair and chaste and unexpressive she."

Entre Nous.

Enan Johnson
917 Fifteenth Ave. S.

"Still water runs deepest."

Technical Club, Hi-Y.

Walter W. Johnson—"Wally"
1900 Eighth St. S.

"Come, give us a taste of your quality."

Baseball, Svithiod Club.

Frances M. Joul
2305 Seventh St.

"A wondrous jewel in golden curls set,
Who aspires to be a second George Eliot."

Spanish Club, Entre Nous, G. A. A., Middy Club.

Marguerite Mackenzie Kixmoeller
1818 Two-and-half St. S.

"I have no men to govern in this world;
that is my only woe."

Entre Nous, Middy, Glee Club, Le Cercle Francais, G. A. A.

Melvin Knutson
3147 Twenty-eighth Ave. S.

"Silence is his golden rule."

Le Cercle Francais, Rooters' Club.

Leonalda Koenigs
2223 Chicago Ave.

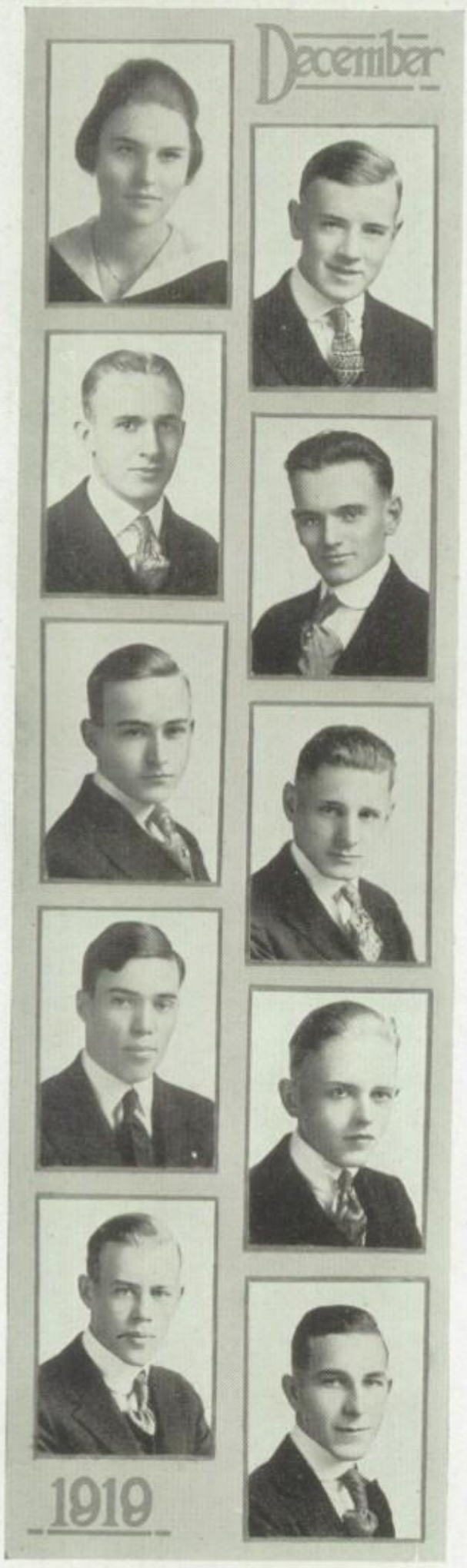
"She of the sweetest of voices."

Spanish, G. A. A., Middy, Entre Nous, Le Cercle Francais.

Oswald Langmo
3305 Sixteenth Ave. S.

"Oh, such beautiful curls!"

Hi-Y, Orchestra, Rooters' Club.



Valborg Langseth

3210 Fifteenth Ave. S.

"Report me and my cause aright."

Entre Nous, Edda, Middy, Green Cross, Papyrus.

Staale Larson—"Staal"

607 Twenty-sixth Ave. S.

"I'll bet you a nickel."

Robert Lembke—"Bob"

4330 West River Blvd.

"Oh, it's a darb!"

Meridian, Glee Club, Hi-Y, Southerner Staff.

William Lovaas—"Bill"

3021 Thirtieth Ave. S.

"Our office bum."

Glee Club, Class Officer, Meridian, Rooters' Club, Le Cercle Francais, Rooter King.

George Lundberg—"Judd"

2311 Fifteenth Ave. S.

"A true pal."

Inkpah, Rooters' Club, Tiger Board, Class Treasurer.

Melvin Lynne—"Maly"

3218 Forty-second Ave. S.

"He likes athletics."

Southerner Staff, Rooters' Club, Inkpah.

George Monahan—"Mony"

1311 E. Thirty-ninth St.

"He's learning how to dance."

Technical, "S" Club, Hi-Y, Gym Team.

Clarence Nelson—"Clar"

1514 E. Thirty-eighth St.

"The mind's the standard of the man."

Rooters' Club.

Clinton Nelson

5031 Fortieth Ave. S.

"The past unsighed for and the future sure."

Inkpah, Edda, Rooters' Club.

Earnest Nickel—"Ernie"

2816 E. Twenty-fifth St.

"Sure, I'll do it!"

Rooter King, Track, Meridian, Hi-Y, "S," Tennis, Tiger Board.

Ellsworth Nord
2605 Fifteenth Ave. S.
"The child is father to the man."
Meridian.

Henry Ogren
2809 Thirty-first Ave. S.
"Chief chemist in the land of nowhere."

Edith M. Olson
4030 Forty-first Ave. S.
"Oh, isn't that sweet!"
G. A. A., Entre Nous, Middy.

George Peterson—"Pete"
1811 E. Thirty-first St.
"I'll be a public speaker some day."
Technical Club, Hi-Y.

Lillian V. Peterson—"Lal"
1810 Two-and-half St. S.
"Such adorable smiles."
Entre Nous, Spanish Club,
G. A. A., Middy Club.

Mildred L. Peterson—"Mimi"
1307 Washington Ave. S.
"Quiet as a nun, breathless with adoration."
Entre Nous, Middy Club.

Pearl L. Peterson
2448 Fourteenth Ave. S.
"A fitting name for such a pearl."
Entre Nous, Middy, G. A. A.

Violet Peterson
3652 Thirty-eighth Ave. S.
"A modest violet."
Entre Nous, Middy, G. A. A.

Aloysius Rieck
2601 Longfellow Ave. S.
"He always minds his P's and G's."
Band, Southerner Staff.

Eunice C. Rostratter
1844 E. Twenty-sixth St.
"I bear a charmed life."
Entre Nous, Le Cercle Francais.

Norman Rud
2104 Twenty-eighth Ave. S.
"Even tho vanquished he could argue still."
Rooters' Club, Hi-Y, Le Cercle Francais.

Charles St. Dennis—"Chuck"
3100 Twentieth Ave. S.
"I never dare to write as funny as I can."
Meridian, Glee Club, Football, Track, Gym Team, Tiger Board.

Frances Sandin
917 Fifteenth Ave. S.
"She comes; she's here; she's gone. May heaven go with her."
Meridian, Entre Nous, Svithiod, Middy Club, Tiger Board.

Casmer Sathre—"Cas"
3332 Longfellow Ave.
"It has four wheels and holds but two."

Gladys Schaffer—"Glad"
3114 Twenty-second Ave.
"I believe in woman's rights."
Entre Nous, Middy Club, Le Cercle Francais.

Ruth Schramm—"Ruthie"
3034 Bloomington Ave.
"A demure little miss."
Entre Nous, Middy, G. A. A., Le Cercle Francais, Tiger Board.

Rose Schwartz—"Rosie"
1503 Fifth St. S.
"What a merry girl is Rosie."
Entre Nous, G. A. A., Middy, Le Cercle Francais.

Marian Singer
3864 Minnehaha Ave.
"Thou say'st an undisputed thing in such a solemn way."
Le Cercle Francais, G. A. A., Entre Nous.

Isaac Sobelman
824 Seventeenth Ave. S.
"Y-e-s, I can get it done."
Southerner Staff.

Florence Swanson—"Flossy"
4412 Forty-fifth Ave. S.
"Ambitious to become a Red Cross nurse."
Edda, Entre Nous, Middy.

Ida C. Wangaard
904 Sixteenth Ave. S.
"I am constant as the northern star."
Entre Nous, Edda, G. A. A., Middy.

Arne Warwick
2535 Tenth Ave. S.
"Very shy and studious am I,
But no one knows what I will do bye and bye."

Edna Weiby
914 Thirteenth Ave. S.
"Of linked sweetness long drawn out."
Entre Nous, Middy, Le Cercle Francais, G. A. A.

Irene Weyrauch—"Rene"
1708 E. Twenty-sixth St.
"A sweet and virtuous soul, like seasoned timber, never gives."
Le Cercle Francais, Edda, Middy, Entre Nous, Papyrus, Green Cross, Secretary of Class.

Edward Whorton—"Ed"
3717 Fourteenth Ave. S.
"Twice born with greatness."
Technical.

Ethel Wilkins
4040 Thirty-seventh Ave. S.
"Infinite riches in a little room."
G. A. A., Entre Nous, Glee Club.

Carl Elving—"Cal"
3540 Twenty-first Ave. S.
"Vic's brother."
Track, Meridian, Southerner Staff.

Class of 1920

March and June Division

HONOR STUDENTS

CLASS OFFICERS

Large in itself, the class of June, 1920, has proved its largeness in other ways than size. Although its activities have been curtailed in various ways, it has let no grass grow under its feet. The things it has attempted have all been a credit to it.

In our second year although we were only Sophomores, we organized the Sophomore Service Society, a Red Cross club. It was made up of fifty-three members who organized to do service for others, particularly those who were offering their lives for our country. The club members furnished the money for this work.

When we organized as "A" Juniors, the class was pronounced to be "full of pep" by the Seniors. Even though we couldn't have a party every week as the president promised, we had two that term. The Senior officers declared them to be more lively than their own.

Both boys and girls have been well represented in all school activities. The girls of this class took the lead in organizing the Blue Triangle Club. The enrollment isn't as large now as we expect it to be when it has gained prominence. Yet the club has done a little of the great work they expect to do.

The boys aren't lacking in ability to organize a club either. Although they did not organize a new club, they reorganized the technical club. They are making the club more interesting than it has ever been. The boys are also especially well represented in athletics.

The South High Savings Society also had its beginning during our Senior year. It is the first of its kind in the city but others are now being formed. We hope it will become the largest of its kind.

The class has not lacked its pleasures. In February we had our Old Fashion and Kid day. We also have the honor of having given the best party ever given at South High. It was our Farewell Party to the December graduating class.

Although we were disappointed in not having a class play we are comforted by the fact that we are allowed to give a Carnival, the first to be given by a class of South High. We are sure it is going to be a howling success.

CLASS OFFICERS

Edwin Adams	President
William O'Neill	Vice-President
Helen Bennett	Secretary
William Johnson	Treasurer
Alf Sundeen	Sergeant-at-Arms

GLADYS HENDRICKSON.

June Seniors

Seein' Things

Buds in Bloom

Practising

Amazon

Don't you envy Ray, boys?

Miscellaneous poses

Is "Schimmal" Shimmying?

Quitcher budging Lennie!

Look us over

Peanut row

Two Blonds

Are we cold?

Agnes Clausen

2512 East 24th St.

Pocahontas, Papyrus, Middy.

Georgina Engblom

2627 Longfellow Ave.

Entre Nous, Middy.

Leah Gluckman

1519 7th St. So.

Entre Nous, Middy.

Harry Hagman

2309 10th Ave. So.

Band, Orchestra, Hi-Y.

"C'mon Red."

Pearl M. Larson

2731 Fourteenth Ave. So.

G. A. A., Entre Nous.

"I am a part of all that I have met."

Norman Nelson

820 20th Ave. So.

"Has a bright smile."

Elizabeth Nessman

2912 East Lake St.

G. A. A., Entre Nous, Middy.

Edith C. Peterson

2523 10th Ave. So.

Entre Nous, Middy.

Martha Pirkle

2805 30th Ave. So.

Entre Nous.

Janet Schureman

1780 Lyndale Ave. So.

Entre Nous, Middy.

"As rare as a day in June."

Oscar Abromovitz—"Ocky"
912 Fourteenth Ave. S.
Hi-Y, Southerner Staff, Le Cercle Francais.
"Whose heart have you got, Ocky?"

Edwin Adams—"Ed"
3513 Bloomington Ave. S.
Inkpah, Hi-Y, Tennis, Southerner Staff, Class President, Executive Committee, Carnival.
"Doesn't talk much, only does things."

Irma M. Akenson—"Brownie"
3240 Cedar Ave.
Pocahontas, Middy, Blue Triangle.
"Shy, but oh my!"

Vera Akenson—"V"
3240 Cedar Ave.
Pocahontas, Middy, Blue Triangle.
"Innocence abroad."

Sylvanus Allanson—"Al"
Wheaton, Minn.
"What a spendthrift he is with his tongue."

Irene Allen—"Billy"
2930 Cedar Ave.
Inkpah, Pocahontas, Glee Club, Le Cercle Francais, Papyrus, G. A. A.
"Irene, a little touch of lovely sweetness."

Alf B. Anderson
2824 Thirty-sixth Ave. S.
Hi-Y, Papyrus.
"I really meant to study, but—"

Bertha Anderson—"Bert"
2710 Fifteenth Ave. S.
G. A. A., Pocahontas, Middy, Green Cross.
"I'm game to try anything once."

Ethel Anderson—"Eddie"
1907 Washington Ave. S.
Blue Triangle Club.
"She is as kind as she is fair, for beauty lives with kindness."

Florence L. Anderson—"Da Da"
2410 Twenty-eighth Ave. S.
Svithiod, Middy, Pocahontas, G. A. A., Blue Triangle.
"Meek and mild."

Florence M. Anderson—"Fluissy"
3228 Thirtieth Ave. S.
Svithiod, Middy, Pocahontas,
G. A. A., Blue Triangle.
"A history shark."

Hazel Anderson
Edda, Pocahontas, Middy, Green Cross.
"A maiden sweet and fair."

Raymond Anderson—"Ray"
2445 Fifteenth Ave. S.
Inkpah,
"There should be more time for sleep around this institution."

Arnold V. Andresen—"Andy"
3148 Sixteenth Ave. S.
Hi-Y, Glee Club, Meridian,
Southerner Staff.
"He aspires to displace both Caruso and Paderewski."

Eleanor Arnesen
1829 Tenth Ave. S.
Middy, Inkpah, G. A. A., Papyrus,
Glee Club, Blue Triangle, Pocahontas,
Tiger Board, Le Cercle Francais.
"Variety is the spice of life."

Idele Ashla
2525 Elliot Ave.
Edda, Middy, Green Cross,
Pocahontas.
"She hath her share of wisdom."

Kenneth Bacon
2815 Eighteenth Ave. S.
Hi-Y, Technical.
"Quiet waters run deep."

Helen Bennett
2640 Minnehaha Ave.
Middy, G. A. A., Blue Triangle, Glee Club, Pocahontas, Spanish, Le Cercle Francais, Southerner Staff, Class Secretary, Papyrus.
"In everything and out with a smile."

Eloise Benson—"Elo"
2734 Eighteenth Ave. S.
Pocahontas, Middy, G. A. A.
Papyrus.
"I have two little pals."

Harold Berggren—"Porkie"
2536 Twenty-ninth Ave. S.
Hi-Y, Svithiod, Glee Club, Foot-ball, Papyrus.
"No hurry, no worry, just as lazy as you please."

Louise Bergstrom

3410 Snelling Ave.

Spanish, Middy, G. A. A., Inkpah, Blue Triangle, Le Cercle Francais, Tiger Board, Executive Committee, Carnival.

"A sober maiden, steadfast and demure."

Esther Bey

1712 E. Lake St.

Green Cross.

"A jewel uncut."

Folmar Bjerre—"Fibs"

2722 Eighteenth Ave. S.

Hi-Y, Technical, Orchestra.

"On with the dance."

Vadis Blake

2535 Eighteenth Ave. S.

"Her eyes were blue,
And her curling cue
Hung dangling down her back."

Caroline Boelter—"Rusty"

2013 Third St. S.

G. A. A., Meridian, Pocahontas, Blue Triangle, Middy, Le Cercle Francais.

"You must know her to appreciate her."

Carmel Bow—"Candy"

2510 Seventeenth Ave. S.

Green Cross, Spanish, Le Cercle Francais, Middy, Pocahontas.

"I detest flirting."

Evalyn Brandanger—"Evy"

2523 E. Twenty-second St.

Pocahontas, Middy.

"Little I ask; my wants are few."

Ethel Burnstad—"Etz"

1130 Eighth St. S.

G. A. A., Pocahontas, Middy, Blue Triangle.

"The high school days have their delights."

Hilda Buzza—"Buzzie"

2217 Twenty-ninth Ave. S.

"Blame me not. I would not squander life with grief."

Alice Bjuge

2216 17th Ave. So.

Edda Club, Papyrus Club, Green Cross.

"A blast of argument in Commercial Law."

Kathleen Cassaday
1708 E. Twenty-fifth St.
Meridian, Pocahontas.
"An Irish colleen."

Gertrude Clausen—"Gert"
3620 E. Forty-second St.
Pocahontas, Green Cross, Blue Triangle.
"She hasn't been here long."

Rhoda Coté
3448 Twentieth Ave. S.
"She left the fold but she has returned."

Alma Cunningham—"Al"
1534 E. Twenty-second St.
G. A. A., Spanish, Pocahontas.
"Why so bashful, Al?"

Dorothy Dahl—"Dot"
2429 Thirteenth Ave. S.
G. A. A., Papyrus.
"A brown-eyed Dahl."

Elizabeth M. Dean—"Betty"
1402 E. Twenty-fifth St.
Papyrus Club, Normal Training Department.
"Another teacher in the bud."

George Des Saint—"T"
2830 Cedar Ave.
Hi-Y.
"Give me an animated form that speaks a mind within."

Grace DeVaney—"Gracie"
2301 Minneapolis Ave.
G. A. A., Pocahontas.
"Grace-full of movement."

William DuCharme—"Bill"
2908 Thirty-fourth Ave. S.
Meridian, Hi-Y.
"What's in a name? Everything."

Mary Frances **Dunn**
1810 Sixteenth Ave. S.
Pocahontas, Middy, Green Cross, G. A. A., Spanish, Blue Triangle.
"Bashful? Not so's you'd notice it."

Esther Dyke—"Buddy"
814 Twenty-ninth Ave. S.
Middy, Pocahontas.
"Quiet ones are at times most surprising."

Elsie Erickson—"L. C."
2113 Eleventh Ave. S.
Edda, Pocahontas, G. A. A., Middy.
"She will be in politics some day."

Ronald Erickson
617 Twentieth Ave. S.
Hi-Y, Technical.
"To be or not to be, that is the question."

Abbie Flaa
2402 Bloomington Ave.
Middy Club, Pocahontas.
"A mellow disposition in a pleasing girl."

Mary Forstrom—"Shorty"
3108 E. Twenty-fifth St.
Pocahontas, Middy, G. A. A.
"Disturb not her dream."

Mabel Fox—"Dimples"
18 West Fourteenth St.
Orchestra, Normal Training Course.
"Music hath charms."

Isadore L. Friedman
911 Fifteenth Ave. S.
Le Cercle Francais, Tennis.
"With the use of his eyes and a racket in hand he makes us all sigh."

Gertrude Friedrich
2417 25th Ave. So.
Blue Triangle, Pocahontas.
"Like a slow-flowing stream, resting to the mind."

Douglas Fulton—"Doug"
3126 21st Ave. So.
Inkpah, Southerner Staff.
"Doug. F., II."

June German—"Judy"
3204 Thirty-third Ave. S.
"If you were a lump of sugar, I'd want to be the tongs."

Margaret Gjesdahl

3123 Fourteenth Ave. S.

Pocahontas, Papyrus, Blue Triangle, Middy.

"Modesty is the best policy."

Adolphine Goble—"A"

4150 Forty-first Ave. S.

G. A. A., Middy, Pocahontas, Edda.

"Modest, yet withal an Elf."

Charles H. Goldman—"Chuck"

1412 Seventh St. S.

Hi-Y, Technical.

"A goldman and solid, too."

Daisy Goring

3612 Thirty-fourth Ave. S.

Glee Club.

"A flower whose sweetness warrants complete recognition."

Louis Greene—"Louie"

1526 E. Eighteenth St.

Hi-Y, Southerner Staff.

"Opposition is the surest persuasion."

Doris Griffoul—"Dot"

2200 Twenty-seventh Ave. S.

Blue Triangle.

"Prefers to be called Miss Nobody, rather than a little blooming girl."

Helmer Gunnarson

1807 Sixteenth Ave. S.

Hi-Y, Technical, Papyrus.

"Providence provides for me and I am well content."

Lawrence Hafstad

828 Twenty-first Ave. S.

"I hear, yet say not much."

Edna Hagen

2609½ Sixteenth Ave. S.

Pocahontas, G. A. A.

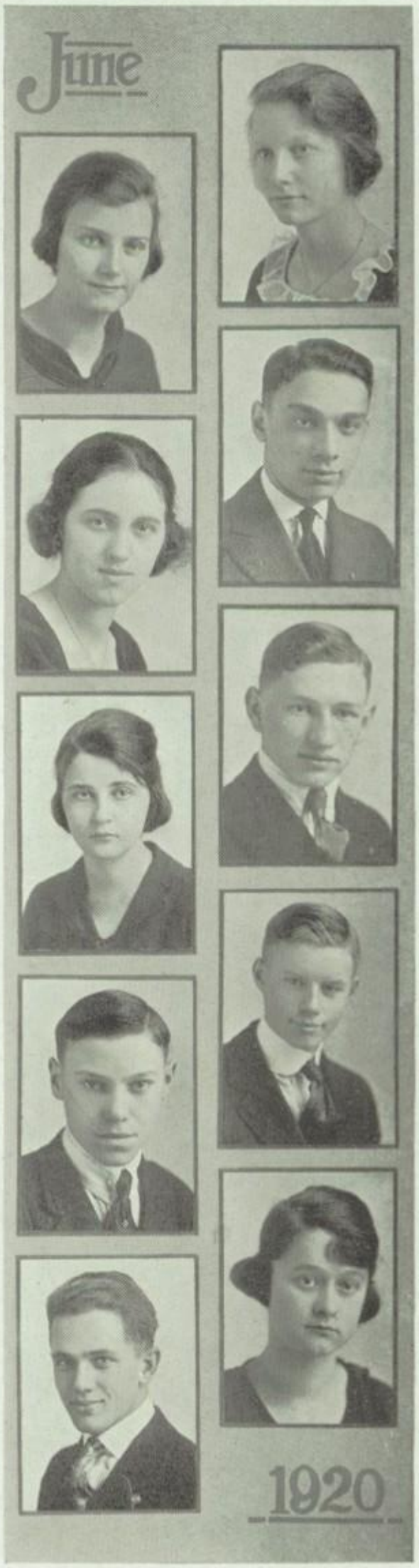
"Her thoughts are hers alone."

Walter Hagen—"Walt"

2704 Sixteenth Ave. S.

Hi-Y.

"And the sailor is home from the sea."



Herrick Hall—"Heck"
3405 3rd Ave. So.
Hi-Y, Southerner, Tiger Board, Executive Committee, Carnival.
"What he does not know is not worth knowing."

Jordis Viola Halmrast—"Jo"
3319 Fourteenth Ave. S.
Inkpah, Pocahontas, Papyrus, Blue Triangle, G. A. A., Glee Club, Tiger Staff, Middy Club.
"A songbird with a dignity that is lovable."

Myrtle Halvorsen—"Mert"
923 Twenty-sixth Ave. S.
Pocahontas, Middy, G. A. A.
"Doesn't 1920 give us girls a chance?"

Dora Hammer—"Bobby"
2941 Bloomington Ave. S.
Meridian, Le Cercle Francais, G. A. A., Pocahontas, Middy.
"Do not conceal those radiant eyes, the starlight of serenest skies!"

Harold Hammer
3225 Twenty-third Ave. S.
Meridian, Hi-Y, Svithiod, Technical, Tiger Board.
"His mind, when lashed to the wheel of life, will stand him in good stead."

Geraldine Handshaw—"Jerry"
3652 Minnehaha Ave.
G. A. A., Blue Triangle, Middy, Pocahontas, Le Cercle Francais.
"She loves and is loved."

Dorothy Hanna—"Dot"
716 Twenty-fifth Ave. S.
Pocahontas, Middy, G. A. A., Blue Triangle.
"Industrial revolutions interest her."

Arthur Hanson—"Swede"
11 E. Seventeenth St.
Hi-Y, Technical, Svithiod.
"His knowledge corresponds with his height."

Evelyn Hedin—"Evy"
3232 Seventeenth Ave. S.
G. A. A., Pocahontas, Middy, Blue Triangle, Svithiod.
"A joy to the hearts of the faculty."

Sidney Heier—"Sid"
3048 Seventeenth Ave. S.
Hi-Y, Basket Ball.
"I can't get that through my dome."

Gladys Hendrickson—"Happy"
2546 Eleventh Ave. S.

Meridian, Tiger Board, Middy, G. A. A., Blue Triangle, Pocahontas, Le Cercle Francais.

"Her course, like the Mississippi, is lined with bluffs."

Arnold Holm—"Arny"
3300 Seventeenth Ave. S.

Meridian, Hi-Y, Technical, Tiger Board, Le Cercle Francais.

"Will some nice girl see Arny Holm?"

Ethel Holmberg—"Eth"
1921 Fourteenth Ave. S.

Inkpah, Pocahontas, Blue Triangle, Middy, G. A. A.

"She need not seek for charm."

Irene Holmer—"Rene"
3000 E. Twenty-fifth St.

Pocahontas, Middy, Svithiod, G. A. A. Le Cercle Francais.

"Miss LaVigne's understudy."

Susan Holter—"Sue"
2314 Elliot Ave.

G. A. A., Green Cross.

"May you in life remain the same."

Alice Hove
2612 Thirty-sixth Ave. S.

Pocahontas, Edda, G. A. A., Green Cross, Middy.

"Pure, modest and fair."

Anna Howard—"Anne"
1915 First Ave. S.

Le Cercle Francais, Middy, Pocahontas.

"A genuine seeker of knowledge."

Agnes Hoy
3622 East 50th St.

Pocahontas, Middy, Spanish Club, Green Cross.

"Some day she will find herself on the society page."

William Hughes—"Bill"
2724 Eighteenth Ave. S.

Meridian, Hi-Y, Technical.

"We know him by the smile on his face."

Ida Huseby
2213 7th St. So.

Helen Hymes—"Donnie"
1515 Fourth Ave. S.
Pocahontas, G. A. A., Blue Triangle.
"A Donnie with soft brown eyes."

Myrtle Iverson—"Myrtie"
2501 Thirteenth Ave. S.
Meridian, Middy, Pocahontas, G. A. A.
"Myrtle's great on odd, snappy ideas."

Samuel Jacobs—"Jake"
3025 Twenty-seventh Ave. S.
Technical, Hi-Y, Tiger Board.
"Popular with the girls."

Florence Jacobson—"Smiles"
3316 Longfellow Ave.
Pocahontas, Svithiod, G. A. A., Middy, Green Cross, Papyrus.
"A bunch of giggles."

Marie Jelmo—"Smiles"
3537 Seventeenth Ave. S.
Meridian, Middy, G. A. A., Pocahontas, Le Cercle Francais.
"She was good once, but that was a mistake."

Alverta Jensen—"Verde"
3142 Nineteenth Ave. S.
Pocahontas, G. A. A., Papyrus.
"My own thoughts are my companions."

Isabelle Jahn—"Johnnie"
5043 Fortieth Ave. S.
Pocahontas, Middy.
"Isabelle is my first name."

Anna Johnson
2917 E. Twenty-fourth St.
Pocahontas, Middy, Svithiod.
"Silence is golden."

Celia Johnson—"Sis"
2112 Third St. S.
Pocahontas, G. A. A., Middy, Blue Triangle, Papyrus, Le Cercle Francais.
"A girl with the spirit of do."
"A maiden fair to look upon."

Dorothy Johnson—"Dot"
719 Thirteenth Ave. S.
Meridian, Pocahontas, Middy, Green Cross, Papyrus, G. A. A.

Edna Johnson
3447 19th Ave. So.
Pocahontas, Middy, Blue Triangle,
G. A. A., Le Cercle Francais.
"The girl with the fiery personality."

Edwin Johnson—"Eddie"
3241 Seventeenth Ave. S.
Meridian, Hi-Y, Tiger Board,
Technical.
"Dependable as the coming of spring."

Esther Johnson
814 Twenty-fourth Ave. S.
Inkpah, G. A. A., Svithiod, Middy,
Pocahontas, Le Cercle Francais.
"Too sweet to last."

Florence Johnson
3200 Eighteenth Ave. S.
Inkpah, Pocahontas, Middy, Blue
Triangle, Le Cercle Francais.
"This keyboard artist enjoys herself at sleigh rides."

Garnet Johnson
3302 33rd Ave. So.
G. A. A.
"And when she's still, she's very, very still."

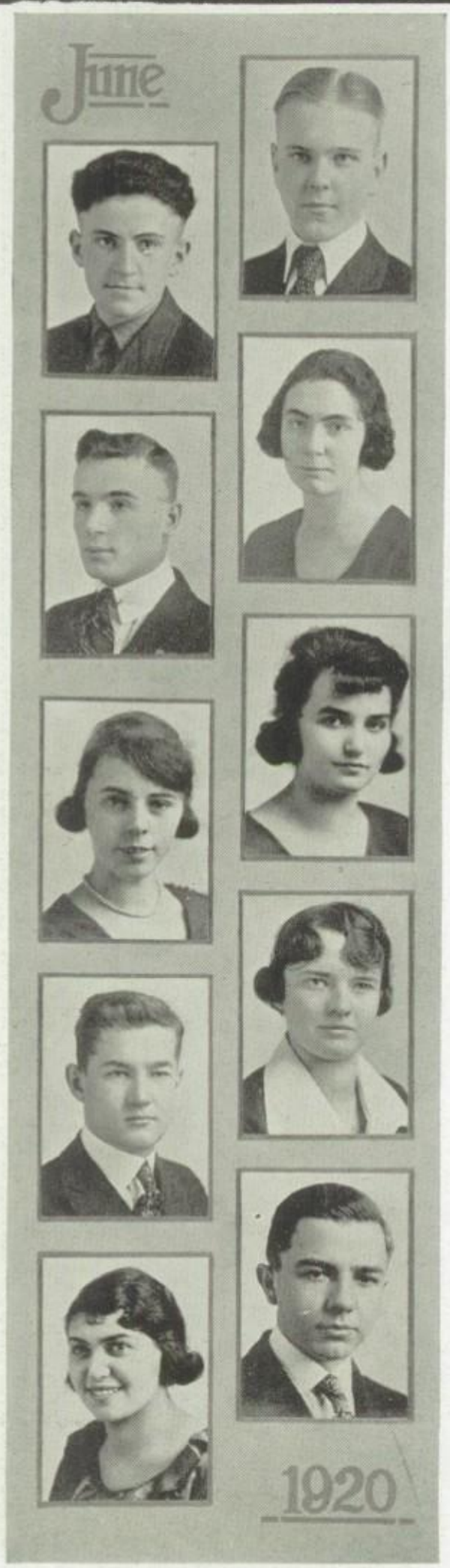
Hazelle G. Johnson—"Hyzel"
3420 Seventeenth Ave. S.
Pocahontas, Meridian, Papyrus,
Middy, G. A. A.
"Hello, you old dear."

Leonard O. Johnson—"Len"
3128 Eighteenth Ave. S.
Hi-Y.
"I said to the rose, 'The
Brief night goes
In babble and revel and wine.'"

Leonard R. Johnson—"Chink"
613 Twenty-third Ave. S.
Hi-Y, Papyrus, Meridian, Football,
Baseball, Basketball.
"An able person."

Louise A. Johnson—"Red"
3533 Twenty-third Ave. S.
Pocahontas, Middy.
"Louise, don't look so coquettish."

Victor E. Johnson—"Vic"
1509 Tenth Ave. S.
U. S. Marine Corps, Meridian.
"Brains run in the family."



William T. Johnson—"Bill"
1509 Tenth Ave. S.
Inkpah, Hi-Y, Glee Club, Spanish Club, Class Treasurer, Southerner, Tiger Board, Rooter King.
"Look out, Bill! It's Leap Year."

Joseph Juran—"Bolshevikee"
2916 E. Twenty-fifth St.
Southerner Staff, Technical.
"His second name should be work."

Margaret Kelly—"Peggy"
3135 Twenty-second Ave. S.
Middy, Meridian, Pocahontas, Blue Triangle, Le Cercle Francais.
"Happy or sad, she's a spreader of cheer."

James Kieferstein
1307 E. Twenty-first St.
"He flirts only with his sister."

Susan Kieferstein—"Sue"
1307 E. Twenty-first St.
G. A. A., Spanish, Pocahontas, Blue Triangle.
"This maiden, sweet but shy,
Will always say, 'I'll try.'"

Clara N. Kildahl—"Nicky"
3336 Longfellow Ave.
Pocahontas, Edda, Green Cross.
"A girl who knows that education means concentration."

Thora Langlie
2137 Minneapolis Ave.
Meridian, Middy, Pocahontas.
"Forceful in her grandeur."

Arthur La Pray—"Art"
3516 Sixteenth Ave. S.
"I am content with what I have."

Everett Larson—"Ev"
2704 Eleventh Ave. S.
Hi-Y.
"Wake up and hear the birds sing."

Sarah Lazar—"Sar"
1816 Sixteenth Ave. S.
Middy, Pocahontas, G. A. A. Blue Triangle.
"How can we vamp and study at the same time?"

Stanley R. Lee—"Stan"
2828 Twenty-ninth Ave. S.
Glee Club, Base Ball, "S" Club.
"No better friend has any man."

Agda Leeberg
2309 26th Ave. So.
Svithiod, Pocahontas, Middy.
"Has ability in domestic circles."

Marjorie Levendusky—"Mugs"
3437 Eighteenth Ave. S.
Pocahontas, Green Cross, Papyrus, Middy, G. A. A., Southerner Staff.
"We can't think of Marjorie without her smile."

Violet Lind—"Vi"
3604 Longfellow Ave.
Pocahontas, Inkpah, Middy, G. A. A., Le Cercle Francais, Blue Triangle.
"Speed demon—with the typewriter."

Eric Lindahl—"Swede"
2000 Seabury Ave.
Hi-Y, Svithiod.
"Man is his own star."

Lucile Lindberg—"Cap. Lou"
2646 Fourteenth Ave. S.
"Most retired hath her life been."

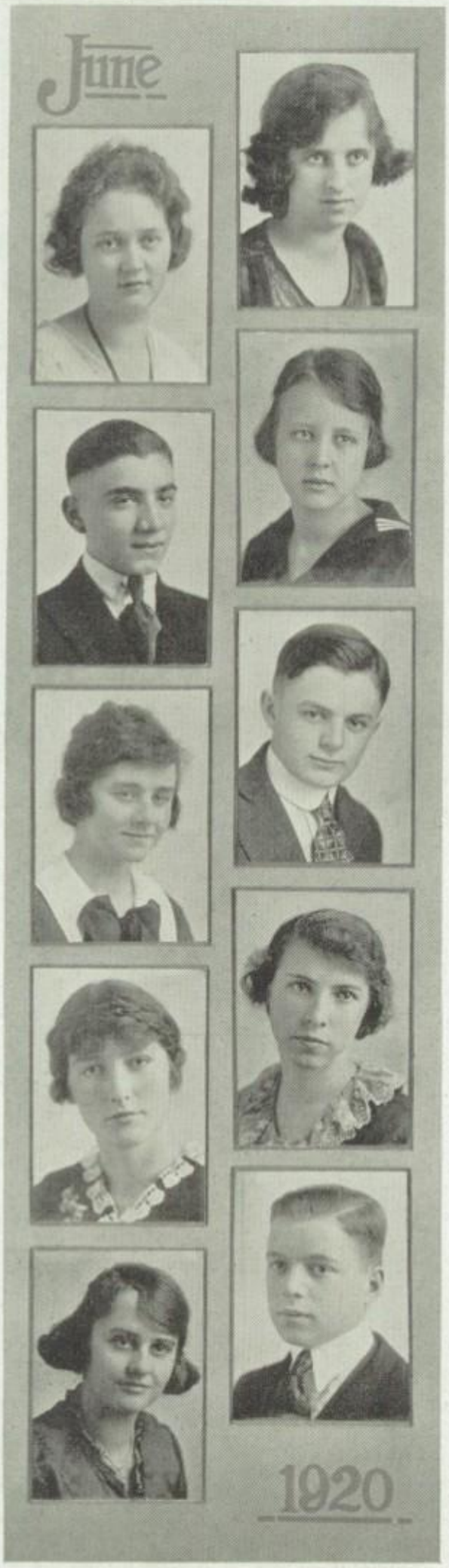
Margaret Linquist—"Mugsy"
3606 Bloomington Ave.
Green Cross, Pocahontas, Blue Triangle, G. A. A., Papyrus.

"Wildfire."

Mary Listiak—"Brownie"
1918 Sixth St. S.
Pocahontas, Middy.
"We love to hear her speak."

Ruth Lockhart—"Bub"
2436 Seventeenth Ave. S.
Pocahontas, Meridian, G. A. A., Middy, Southerner Staff, Blue Triangle, Spanish, Papyrus, Le Cercle Francais.
"When we think of the breeze, a boat and the summer stars, we think of Ruth."

Florence Lund—"Flossie"
1710 Tenth Ave. S.
Pocahontas, Middy, Le Cercle Francais.
"An angel in school,
But out, her spirit rules."



Evalyne Lyon—"Speed"
3312 Thirtieth Ave. S.
G. A. A., Pocahontas, Middy,
Papyrus, Southerner Staff.
"She practises her art by making various coiffures."

Myrtle Magnuson—"Myrt"
5027 Thirty-ninth Ave. S.
Pocahontas.
"A typical clinging vine."

Ethel Mangseth
2416 Thirty-third Ave. S.
Pocahontas, G. A. A., Middy,
Green Cross.
"A demure little maiden."

Abe Margulas
1545 E. Franklin Ave.
Hi-Y, Papyrus.
"Well, all seniors can't be tall."

William Marshall—"Bill"
2801 Eighteenth Ave. S.
Hi-Y.
"Game, clear through."

Margaret McGough—"Marge"
2826 Bloomington Ave.
Meridian, Pocahontas, G. A. A.,
Spanish, Middy.
"Her lack of height but accents the winsomeness of her ways."

Luella Meyers—"Lue"
3216 Twenty-second Ave. S.
Glee Club, Pocahontas.
"Happy no matter what happens."

Mildred Michelsen—"Milly"
3534 Fifteenth Ave S.
Inkpah, Pocahontas, Glee Club,
"Girls like her are rare."

Vernon Mickelson—"Mick"
2715 Riverside Ave.
Meridian, Hi-Y, Gym Team,
Le Cercle Francais.
"He's never still."

Beatrice Miller—"Bee"
2836 Twenty-seventh Ave. S.
Pocahontas, Middy.
"The devil's in you, Bee."

Katherine Miller—"Kay"
3524 Colfax Ave. S.
Meridian, Pocahontas, G. A. A., Middy, Blue Triangle, Spanish.
"A bit of the mystic sweetness of the Orient coupled with the realistic versatility of the West—that's Katherine."

Herman Mirviss—"Hermie"
1206 Ninth St. S.
Glee Club.
"A gentleman in miniature."

Myrtle Moline—"Myrt"
3120 Sixteenth Ave. S.
Pocahontas, Meridian, Middy, Blue Triangle, G. A. A., Le Cercle Francais.
"Sweet and lovable."

Manley Monsen—"Mons"
2719 Eighth St. S.
Hi-Y, Papyrus.
"An unassuming boy, in truth a lad of decent parts and good repute."

Marian Morris
2729 Eighteenth Ave. S.
Pocahontas, Middy, G. A. A., Glee Club, Inkpah, Southerner Staff.
"No, I don't study. It's genius."

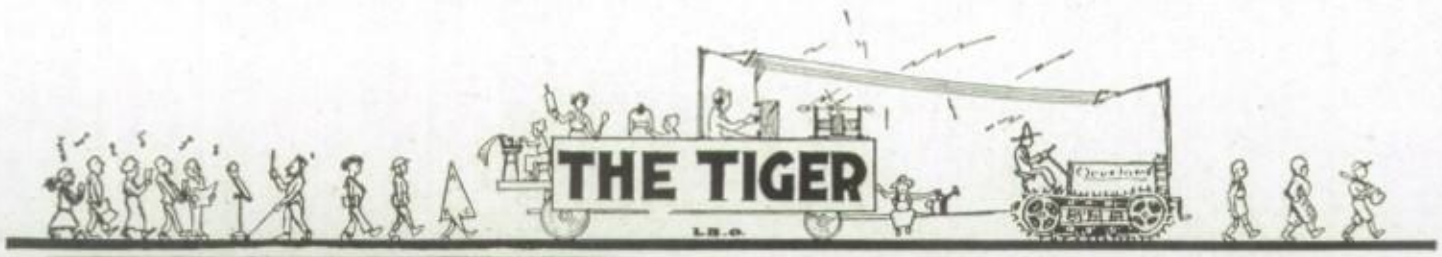
Ellen Mosbeck—"Fat"
3620 E. Forty-second St.
Blue Triangle, G. A. A.
"Sense, not vanity."

Helen Mullane—"Pat"
2517 Sixteenth Ave. S.
Meridian, G. A. A., Green Cross, Middy, Pocahontas, Le Cercle Francais, Blue Triangle, Spanish, Southerner Staff, Executive Committee, Carnival.
"Sometimes even lovely Helen can be saucy."

Edgar Nelson—"Ed"
2435 Tenth Ave. S.
Hi-Y.
"Caesar is dead and I am sick today."

George Nelson
4156 28th Ave. So.

Frances Ness—"Frannie"
2329 Ninth St. S.
G. A. A., Le Cercle Francais, Spanish, Middy, Pocahontas, Inkpah.
"A princess of a beautiful isle."



Marjorie Nicholson
2737 Eighteenth Ave. S.
Pocahontas, Middy, G. A. A., Inkpah, Southerner Staff.
"She thinks a "B" is a flunk."

William Nilsen—"Bill"
2017 Sixth St. S.
Edda, Technical, Hi-Y, Papyrus, Glee Club.
"He has the air of a conqueror."

Elsie Norman—"El"
1315 E. Franklin Ave.
G. A. A., Le Cercle Francais, Pocahontas.
"Placidly passing the hours away."

Evelyn M. Norman—"Ev"
3251 Twenty-ninth Ave. S.
Pocahontas, Middy, Papyrus.
"A most remarkable creature."

Miriam Norman—"Merne"
2316 Seabury Ave.
Green Cross, Meridian, G. A. A., Middy, Pocahontas.
"We'd like to have your disposition, Miriam."

Jeanette Northam
4141 Twenty-first Ave. S.
Le Cercle Francais, Inkpah, Glee Club, Pocahontas, Middy.
"Who wouldn't rescue this sweet damsel from distress?"

Florence Nyberg—"Flo"
2208 Twenty-seventh Ave. S.
Middy, Pocahontas.
"A girl that cares."

Gladys Odegarde—"Spat"
3403 Thirty-fourth Ave. S.
Pocahontas, Le Cercle Francais, G. A. A.
"Line up to say good-bye, I'm going."

Anna Olsen—"Shorty"
2313 E. Thirty-sixth St.
Pocahontas, Edda, Green Cross, Blue Triangle, Middy.
"There, little Anna, don't you cry,
You'll be a big girl bye and bye."

Arthur Olsen—"Art"
3027 Eighteenth Ave. S.
Hi-Y, Papyrus.
"Some day he'll grow into the shoes of a great man."

Byron Olsen
3620 E. Forty-second St.
"Nothing daunts or dazzles him."

Jarl Olsen—"Jerry"
2313 E. Thirty-sixth St.
Spanish, Hi-Y.
"A manly little chap."

Leonard Olsen—"Lenny"
2304 Twenty-fifth Ave. S.
Hi-Y, Inkpah, Southerner, Tiger Board, Training.
"His talent will come in Handy in Drawing his salary."

Melvin Olsen
2103 Twenty-fifth Ave. S.
"Strictly business."

Robert Olsen—"Bob"
2113 Eleventh Ave. S.
Hi-Y, Papyrus.
"Quiet? Well, that depends."

Florence Olson—"Viking Queen"
211 Twentieth Ave. S.
Blue Triangle, Spanish Club.
"Speaks low, but aims high."

Gudryn Olson—"Goodie"
4640 Forty-second Ave. S.
Meridian, Spanish, G. A. A., Blue Triangle, Pocahontas.
"Her gesture, motion and her smiles, Her wit, her voice, my heart beguiles."

Inez Olson—"Midgy"
814 Twentieth Ave. S.
Middy, Pocahontas, Spanish, G. A. A.
"A motherly sort of person."

Russel F. Olson—"Russ"
3447 Eleventh Ave. S.
Papyrus.
"Perhaps, some day, he will become a South American trader."

George Ondich—"Fluffy"
3504 Hiawatha Ave.
"The hair apparent."

William O'Neill—"Bill"
2800 Fifteenth Ave. S.
Meridian, Hi-Y, Technical, Tiger Board, Football, Class Officer.
"Impetuous, energetic, and sincere."

Orbey, Ruby—"Billie"
2406 Thirty-first Ave. S.
Pocahontas, Middy, G. A. A., Spanish.
"Sometimes gay and sometimes sad."

Lorraine Otto
3615 Fifteenth Ave. S.
Pocahontas, Middy, G. A. A., Le Cercle Francais.
"Naturally a writer's instinct drifts towards the complications of love."

Rudolph Pederson
3620 Forty-second St. E.
Technical, Hi-Y, Southerner Staff.
"The library is my second home."

Violet Peters
3107 22nd Ave. So.
Entre Nous, Le Cercle Francais, Middy.
"Pete."
"A ray of sunshine in the hour of darkness."

Amy M. Peterson—"Pete"
3137 Nineteenth Ave. S.
Pocahontas, Middy, G. A. A., Blue Triangle.
"Future penmanship teacher."

Audel Peterson
2412 Twenty-third Ave. S.
"Content to follow when we lead the way."

Lillian Peterson—"Lil"
3629 Bloomington Ave.
Meridian, Pocahontas, Middy, Le Cercle Francais.
"Where did she get her pep?"

Oswald Peterson—"Ossie"
3124 Twenty-fifth St. E.
Hi-Y, Technical.
"Never in the way."

Rudolph Pihlstrom—"Dirks"
2300 Twenty-sixth Ave. S.
Hi-Y, Gym Team.
"A quiet, manly, courteous lad,
With all these traits, not half so bad."

Ethel Pohlson—"Et"
2512 Elliot Ave.
G. A. A., Pocahontas.
"A prim, studious lass."

Vivian Quist—"Viv"
1213 Ninth St. S.
Pocahontas, Meridian, G. A. A., Middy.
"Modest and pretty as a violet."

Clara Rievman—"Bobs"
1829 Fourteenth Ave. S.
Middy, Pocahontas, G. A. A., Blue Triangle, Tiger Staff.
"Nazimova's understudy."

Hazel Rostratter
1844 E. Twenty-sixth St.
Blue Triangle Club.
"Nothing's too hard for her."

Margaret W. Sawyer—"Peggy"
3507 Forty-second Ave. S.
G. A. A., Pocahontas, Blue Triangle.
"Well, anyhow, I'm cheerful."

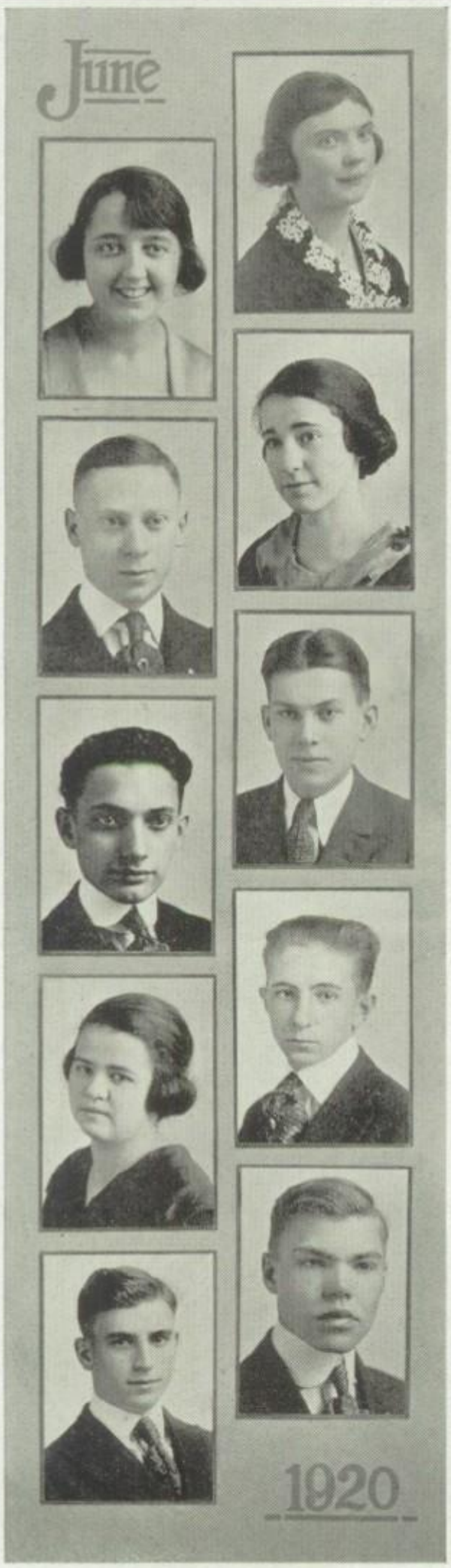
Theodore Schimelpfenig—"Ted"
2715 Bloomington Ave.
Meridian, Glee Club, Tiger Staff, Southerner Staff, Papyrus.
"Purely original."

Frieda Schoenke—"Fritzie"
2909 Twenty-eighth Ave. S.
G. A. A., Pocahontas, Middy.
"One of the sharks."

Florence Sederberg—"Toodles"
1313 Seventh St. S.
Spanish, Le Cercle Francais, G. A. A., Pocahontas, Green Cross, Middy, Blue Triangle.
"Toodles! Oh, there you are."

Manda I. Sether
Jackson, Minn.
Blue Triangle, Edda, Pocahontas, Middy.
"A sweet little maiden."

Loretta Shea—"Dolly"
912 E. Twenty-fifth St.
G. A. A., Spanish, Pocahontas, Middy, Green Cross, Southerner Staff.
"As light as any bubble,
I am floating to and fro."



Vera Sheridan—"Vic"
2604 Fifteenth Ave. S.
Spanish, Pocahontas, G. A. A.
"Her smiles are as shy as she is herself."

Josephine Shimek—"Jo"
501 Twenty-first Ave. S.
Meridian, Pocahontas, Middy,
G. A. A., Blue Triangle.
"To know her was to love her."

Gail Shuman
914 Eighteenth St.
Inkpah, Pocahontas, Middy.
"Small, active and brilliant."

David Silverman—"Red"
1808 Seventeenth Ave. S.
Hi-Y.
"Always reddy."

Rueben Skog—"Rube"
3448 Fifth Ave. S.
Inkpah, Hi-Y, Southerner Staff.
"Business brains, otherwise a Polish count."

Samuel G. Smilowitch—"Sam"
1203 Seventh St. S.
Hi-Y, Tiger Board, Southerner Staff, Glee Club, Le Cercle Francais, Executive Committee, Carnival.
"Listen! Sam is speaking."

Harold Smith—"Hoddy"
3337 Minnehaha Ave.
"A modest, unassuming chap."

Anna Sullivan—"Sullie"
3715 Twenty-second Ave. S.
G. A. A.
"A dark-eyed lass."

Alf Sundeen—"Al"
2220 Seabury Ave.
Inkpah, Glee Club, Tiger Board, Southerner Editor.
"Just escaped being a great orator."

Carl Swanson—"Cullie"
917 Twenty-second Ave. S.
Hi-Y, Meridian, "S" Club, Capt. Football, Capt. Baseball, Basketball.
"The line of heroes is not utterly extinct."

Robert Swanson—"Bob"
912 Franklin Terrace.
Hi-Y, Inkpah.
"A cheerful fellow of sterling worth."

Roy Swanson
3316 Eighteenth Ave. S.
Hi-Y.
"My, how you've changed since you were a freshie."

Sylvia Swanson
2516 Fourteenth Ave. S.
Papyrus, Pocahontas, Blue Triangle.
"We love your smile."

Ida Syse
5015 Forty-first Ave. S.
Pocahontas.
"Her name speaks for itself."

Thomas Tallackson
3300 E. Thirty-sixth-and-half St.
Hi-Y.
"You've got to show me. I'm from Missouri."

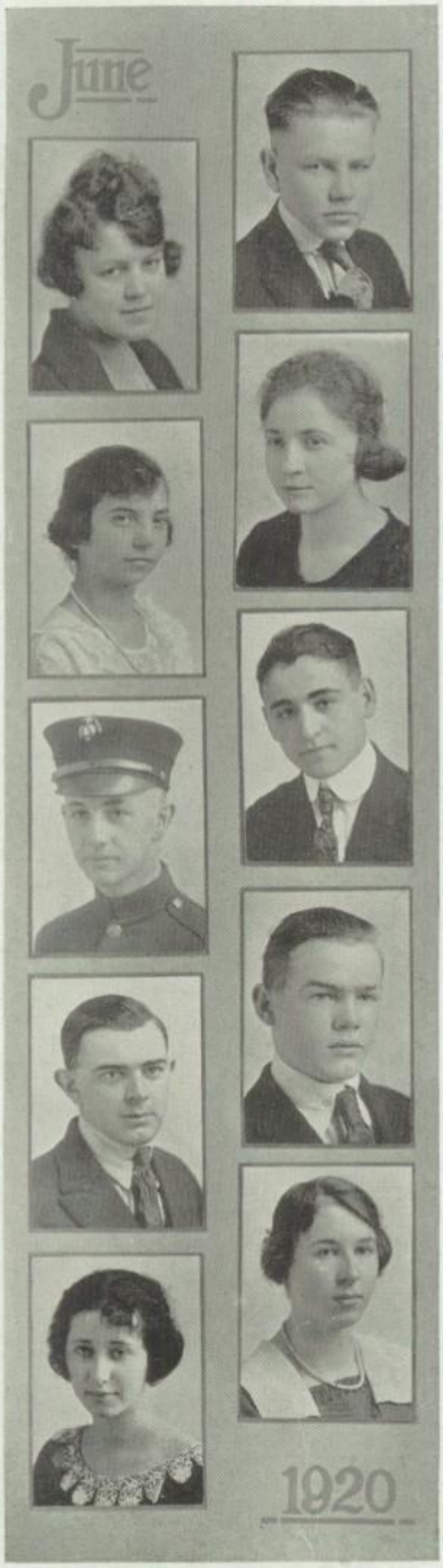
Peter Tarpgaard
2215 Thirty-first Ave. S.
Track, Hi-Y, Technical.
"I care not for the ladies
That must be wooed and prayed."

Eva Thompson—"Tommie"
4544 Minnehaha Ave.
Edda, Pocahontas.
"A peach of a kid clear through."

Marie Thompson—"Dibs"
3317 Thirty-second Ave. S.
Le Cercle Francais, Edda, G. A. A., Blue Triangle, Pocahontas.
"Her words are worth their weight in gold."

Mildred Tighe
3523 Thirty-second Ave. S.
Pocahontas, Middy, G. A. A.
"We wish that you had come sooner."

Maurice Tollefson
3245 17th Ave. So.
Edda, Hi-Y, Inkpah, Glee Club, Southerner.
"A jester is born, not made."



Leander Tonsager—"Lee"
2121 Twenty-second Ave. S.
Hi-Y.
"Slept through four years at South."

Myrtle Olivia Tonsager
2121 Twenty-second Ave. S.
Normal Training, Pocahontas, Le Cercle Francais.
"One girl who is very quiet."

Madge Upton—"Peggy"
2905 Sixteenth Ave. S.
G. A. A., Pocahontas, Spanish, Le Cercle Francais.
"What are your thoughts, Madge?"

Janet Vincent
3129 Fifteenth Ave. S.
Pocahontas, Orchestra, G. A. A., Middy, Blue Triangle
Skillful with the bow—and what else?"

Isadore Wiener—"Lefty"
1400 Third St. S.
"No, I'm not a butcher."

Hugh White
3119 Twenty-ninth Ave. S.
Meridian, Hi-Y, Trustee
S. H. S. S. S.
"Nor speaks loud to boast his wit,
In his silence eloquent."

Howard Whitely—"Howie"
2829 Cedar Ave. S.
Hi-Y.
"By his grin ye shall know him."

Frank Willette
4609 Twenty-ninth Ave. S.
S. H. S. S. S.
"Judge Willette."

Olga W. M. Wold
2437 Fourteenth Ave. S.
Pocahontas, Edda, Green Cross, Papyrus.
"I'm lost without my books."

Margaret Mae Woods
3132 43rd Ave. So.
Pocahontas, Blue Triangle, G. A. A., Spanish Club, Southerner, Le Cercle Francais.
"A dainty little dancer with nimble feet and mind."

Irma Youngquist—"Frenchy"
3824 Twenty-seventh Ave. S.
G. A. A., Middy, Le Cercle Francais,
Blue Triangle, Pocahontas, Glee Club.
"Don't take that so seriously."

Elin Berg
3424 38th Ave. So.
G. A. A., Green Cross, Entre Nous,
N. T. C.
"By no means an ice-Berg."

Agnes Juul
4650 Colfax Ave. No.
Le Cercle Francais, N. T. C.
"A jewel of a Juul."

Esther Lundquist
2300 30th Ave. So.
G. A. A., Middy, N. T. C.,
Pocahontas.
"No, I won't be an old maid."

Inez Thompson
2731 Fourteenth Ave. So.
Entre Nous, G. A. A., Spanish Club.
"Our shy little lassie."

Ruth Wold
2200 Bloomington Ave. So.
Entre Nous, G. A. A., Middy,
Le Cercle Francais.
"Sweet and winsome lassie."

Class of 1921

When we Juniors first entered South High, her long, wide halls seemed to us like a Chinese puzzle, which we feared we should never be able to solve, and thus not find our classrooms in the three minutes allowed between periods. As the upperclassmen passed us in these never-ending corridors, we shuddered under their keen glances and tried our best to keep out of their way. We were then timid "C" Freshmen. That the days, weeks, months—yes—years of our delightful high school life here at South would pass as quickly as they have we never dreamed; nor did we realize that some day we would take an active part in school activities.

But now those days are over. As we look back upon our past, all these events seem to us as parts of a vast dream. We are now Juniors with scarcely a year of our high school career remaining before us.

Some of our members are taking active parts in the various organizations such as: Inkpah, Meridian, Edda, Svithiod, Green Cross and Le Cercle Francais. Athletics is another feature in which we take a great part. One of our members, Lily Anderson, is president of the G. A. A. Chester Carlson, Stanley Loken, Joe Lupe, Ralph Nodell and Raymond Sieverson have played on the football, baseball and basketball teams.

But athletics and organizations are not the only things in which our members have shown their ability. The verdant freshmen mentioned above were not seen going home laden with books, night after night, with no result. There were several good students among us, and as a graduating class of 1921 we expect a large honor roll.

We wonder if Burton Beidleman will follow the advice given him by one of his advisors to train his voice, and if some day he will appear on the stage with his ukelele, singing Hawaiian medleys. Also if Carl Scarnes will always go through life assenting to everything with the typical Scandinavian expression, "shore ting."

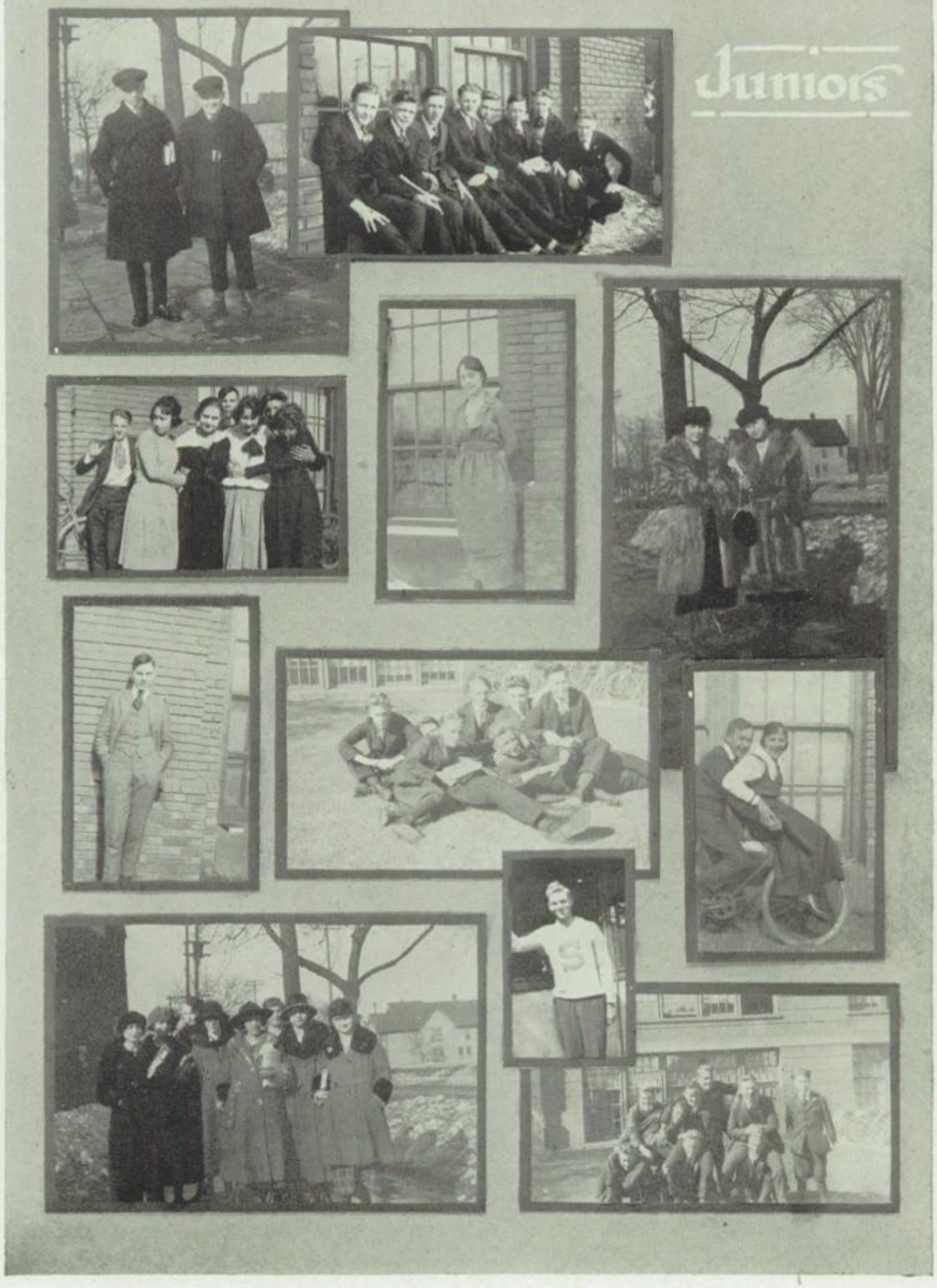
We know that we can never do as much for South as she is doing for us, but we are trying our best to make her proud of us.

The "A" Juniors organized shortly after school opened this fall and the following were elected for class officers:

Raymond Sieverson	President
William Nelson	Vice-President
Louise Miller	Secretary
Russel Olson	Sergeant-at-Arms

RUTH SEGOLSON.

Juniors



Sophomores

Freshmen

Class of 1922

There are now 592 dignified Sophomores at South High School, of whom only about 75 did not go through the process of being carefully watched and instructed as South High Freshmen.

It was with the "C" Sophomore class that the skipper's English was first started, and it was a success. Those who have kept up with the skippers are now two terms ahead in their English. Many of the other Sophomores joined in the ranks later. Lawrence Moore, Hildegarde Bergman, Gladys Low and Francis Curran are struggling with the mysteries of Junior English.

From the beginning the members of this class have taken hold of the school activities as well as its lessons. It seems to have become a habit to say, upon meeting one's classmates, "Going to the game?" or "Wasn't the game great?" I'm quite sure from the good beginning that this class of 1922 will win honor for South High.

Here is what Miss Holtz says about the Sophomore boys: "There is no distinct type of the Sophomore boy. He is a conglomeration of the good and the bad, of the shy and the bold, of the infantile and the dignified. He is either long, lanky, and stooped, or else of the chubby, pink and white cherub type, not yet outgrown his infancy. He is either self-conscious, worrying about his hair, his large feet, his tie or his clothes; or he is at the indifferent stage where he delights in dirty hands, unruly hair and moccasins. As a student he is not a shining light. As yet he cannot see the use of study or effort. But if you can steer him through this age, he is apt to stick."

Perhaps the same might be said of the girls. Or have they progressed more rapidly?

MINNETTE CROUCH.

EVERY STUDENT'S ATHLETICS

S

Carl Swanson
Frank Cleve
Joe Lupe
Hjalmer Lodmill
William Gagnon
Leonard Johnson
Chester Carlson
Ralph Nelson
Glenn Morrison
Norman Nelson
Harold Berggren
Herbert Swanbeck
Raymond Sieverson
Charles St. Denis
Ralph Nodell
Everett Van Duzee
Mark Mathews

MANAGEMENT

Athletic Coach . . . . . O. E. Williams
Assistant Coach . . . . . C. C. Aller
Business Manager . . . . . E. T. Farley

Football

The Games

South.....Mechanic Arts
Score: 6-0

South.....East
Score: 12-0

South.....West
Score: 28-6

South.....Central
Score: 0-6

South.....North
Score: 13-6

Outlook

At the beginning of the 1919 season, South's hopes were flying high on account of the fact that we had eight letter men back for the football team. They were Nodell, Mathews, Carlson, Swanbeck, Nelson, Swanson, Lodmill and Cleve. Also we had a husky bunch of new material, including some of last year's substitutes, who would be still better this year. But later in the season the other teams were developing wonderfully, and South's hopes were not so high. West was praised in the newspapers, while North also had a good line of material. Little was known of Central and East except that both were expected to have good teams. After South had defeated East and West hopes

again ran high and we looked forward to the game with Central, which was to decide the championship. On that memorable day South was defeated by Central by only six points; so we were obliged to take second place.

A great deal of credit should be given Mr. Williams, our new coach, who was formerly a star player on the Carleton College team. Besides knowing the game thoroughly, he won the confidence of the boys, all of whom liked him very much. The players also deserve praise. St. Dennis, who was a substitute last year, got on the first team this year and played so well that he was chosen for the All City team by Mr. Walker, sport editor for the Journal. St. Dennis was really a star. Although not spectacular, he was a very steady player, and the fast Central backs found him their hardest puzzle of the year.

I

South vs. Mechanic Arts

Although South had played Dunwoody Institute 40-0 the week before, the Mechanic Arts game was the first real test of the season. The Dunwoody team had only been organized a week and showed poor form against South's team, which had been practicing for some time. The Mechanic Arts game, although only a practice, would show how South stood in comparison with North, who was entirely outplayed by the St. Paul team the week before.

South started the game with a rush. Taking the ball on Mechanic Arts' kick-off, they worked it, by line plunges by Lodmill and Van Duzee, to the enemy's three-yard line, where they lost it on downs. Mechanic Arts formed in punt formation, but a South man got in and downed the kicker before he got the ball away, giving South two points. In the last part of the first quarter Nodell caught a forward pass over the goal line, but on account of a South man's being offside, the touchdown did not count. The second quarter started with a rush, Nodell scoring a touchdown on a forward pass. Cleve kicked goal, making nine points. After this the St. Paul team tightened up and worked the ball within drop-kicking distance, but failed in the kick.

In the second half Nodell and Mathews, who worked together splendidly on the left side of the line, broke up many plays, and the line as a whole tightened up and held the heavy Mechanic Arts team in the center of the field. Although the Mechanic Arts team outweighed the South boys, their lack of team work made up the deficit. With the exception of Anderson at quarter and Schmidt at tackle, they worked together poorly on offensive work, never once endangering the South goal line. The game had many penalties, most of them against the Mechanic Arts team. The work of Nodell, Mathews, Swanson and Cleve for South and Anderson and Schmidt for Mechanic Arts stood out above the rest.

II
South vs. East

The South-East game was the South team's first game of the season. As little was known about Coach Stevenson's East Siders, the outcome of the game was a question. The papers had been complimenting the East team on the fine showing they had made in practice.

At the very start of the game South showed over-confidence. When the South boys had the ball all went well, but the minute our boys lost it, East began opening up holes and pushing their backs through for fairly good sized gains. The center of our line seemed the weakest but nothing better could be hoped for on account of Swanbeck's injury, which put a green man in center.

East kicked off to South, who returned the ball eleven yards. South started with a rush, Cleve gaining ten yards through tackle, and Swanson and Lodmill gained well. South worked the ball well into East territory, and then lost it. East immediately punted back to the center of the field and the march to the East goal started again. After working the ball another twenty yards South was penalized fifteen yards to the center of the field again, and the ball stayed in that territory the remainder of the quarter.

In the second quarter East carried the ball most of the time but never threatened South's goal line. Line plunges by Engen, East's star fullback, were gaining steadily for Coach Stevenson's boys and it looked as if no team would score. But South turned the trick in the last part of the last quarter, when Swanson went over after a long pass was caught by St. Dennis. Cleve missed the goal. A few minutes later South scored again when Gagnon went over after Captain Swanson intercepted an East pass.

The game was somewhat roughly played, as shown by the many penalties given both sides. South was penalized five times for a total of over sixty yards, and East was penalized four times for total of forty-five yards.

III
South vs. West

South won its third game by defeating West 28-6 on the home field. The game was featured by great individual playing all the way through, with Swanson and Cleve carrying the brunt of the work. Their wonderful defense featured throughout.

South made its first two touchdowns in the first quarter. After playing a few minutes Cleve intercepted a forward pass and ran half the length of the field for the first touchdown, and he also kicked goal. The second touchdown came when Swanson did the same thing and scored another touchdown, after which Cleve kicked goal. The third touchdown came in the second quarter when Swanson caught another pass from Cleve and ran over for the score.

Cleve again kicked goal. In the fourth quarter Gagnon intercepted a forward pass and ran thirty-five yards for the last touchdown. This time Swanson kicked the goal.

West's only score came in the last quarter, when they worked the ball to South's one-yard line and then lost it. By good work Cleve blocked Swanson's punt and fell on the ball behind the line, but West missed the try at goal.

South was handicapped by the loss of Swanbeck, who was laid up so badly that he had to walk on crutches and by the injury to Nodell. Great credit must be given to St. Dennis, who filled Nodell's place at end. Besides catching a few passes, "Chuck" never let a play go around his end and downed West's fast backs many times behind the line. West's star was Osman, who played a fine offensive game, but even the old South man's good line plunging failed to bring them near a victory.

IV
South vs. Central

South was defeated by Central in the game which was to decide the championship of the season by the close score of 0 to 6. In the last half of the game Central showed its slight superiority, the open field running of John Ballantine being the big feature. He was the star of the game, tearing off long runs of from five to fifteen yards at a time. The injury of Cleve, South's star back, was a great handicap to our boys. Also the heavy Central team was favored by the slippery field and wet ball.

In the first quarter the ball stayed about in the middle of the field, neither team being able to gain through the line. In the first part of the second quarter, South started a march down the field. They worked the ball to Central's twenty-yard line, where Swanson tried a drop-kick which failed. Central then took the ball and scored a touchdown. Some long runs by Ballantine and Gross paved the way for it. A forward pass was made to Skobba, who went over in the last part of the half.

In the last half the teams battled on even terms. While Ballantine tore through South's line for long gains, South always came back and made long gains through Central's lines. Gagnon and Lodmill carried the brunt of the work and the South lines held their own to the last minute.

V
South vs. North

The South vs. North game was the last game of the season and had no bearing on the championship. The South boys were confident they could win, but knew that only a hard fight could turn the trick. North had been beaten by Central and tied by West, and the dope was all in our favor. At the first of the season North seemed to have a strong team, but did not show up as well as was expected in the games. From the first of the game both teams showed

a strong lineup. Neither could gain much through the line and had to resort to end runs and forward passes.

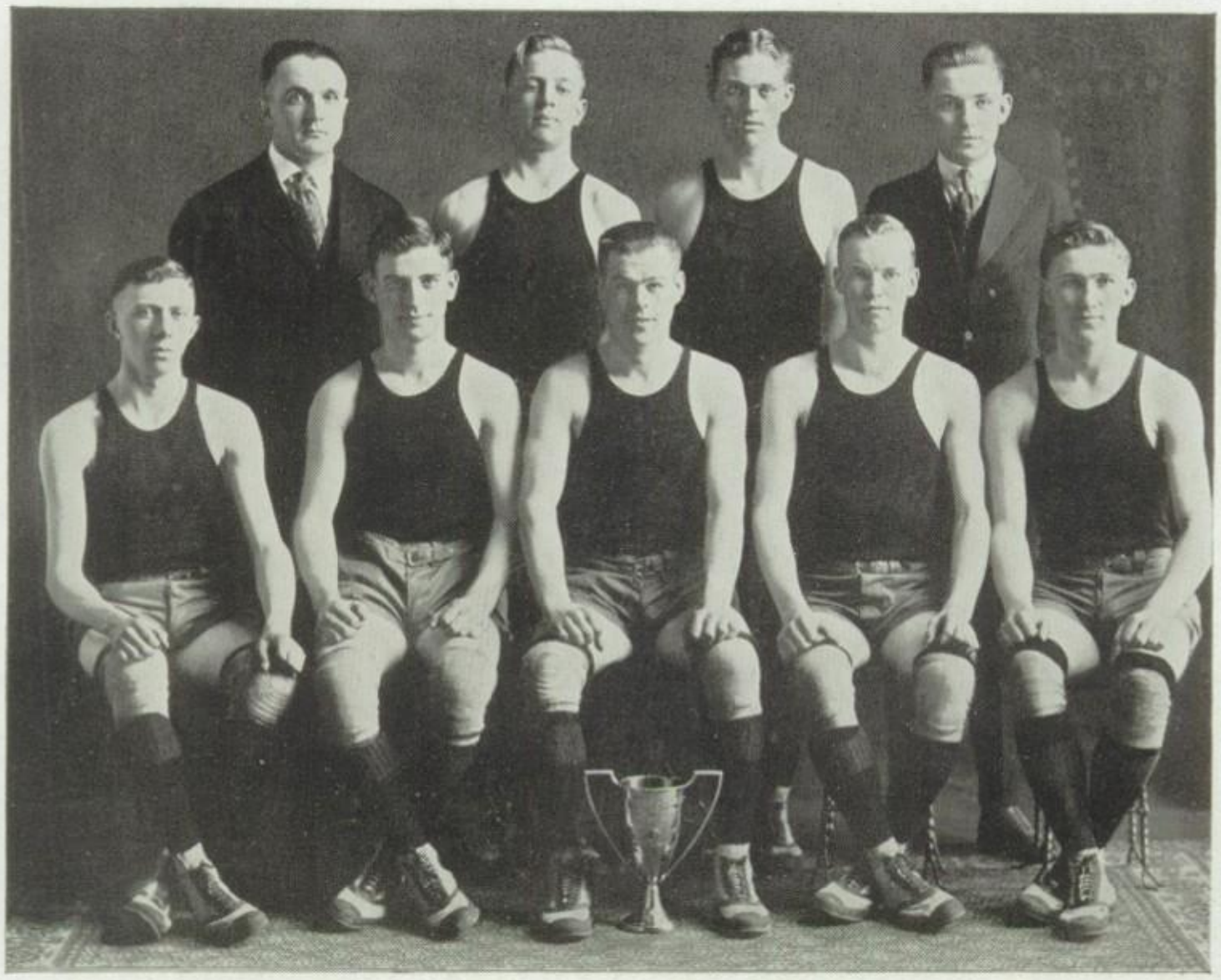
South started the game by kicking off to North and Mason returned five yards. North lost the ball soon after. The ball remained in the center of the field for some time, no team seeming able to gain. Mason of North tried a place kick from the thirty-yard line but failed. No team could get within striking distance and the quarter ended in almost the center of the field.

The second quarter went the same way and it looked as if the game would be a scoreless tie unless the unexpected happened, and it did happen in the last part of the second quarter. Swanson ran over sixty yards for a touchdown after plunging through tackle. The rest of the game was featured by much spectacular playing. In the third quarter Cleve intercepted a forward pass and ran half the length of the field for a touchdown, after which he kicked the goal. North's only score came in the last quarter when Chodas intercepted a forward pass and ran sixty yards for a touchdown. Mason failed at goal.

Chodas of North was one of the stars of the game. Besides getting North's only score, he held his side of the line well. He was right down the field on all punts and intercepted a number of South's forward passes. Mason for North and St. Dennis and Mathews for South also played a good game.

MARK JOHNSON.

SOUTH-NORTH GAME



Basketball

The Games

South vs. Dunwoody
Score: 26-18

South vs. Blake School
Score: 47-7

South vs. Central
Score: 15-18

South vs. East
Score: 27-7

South vs. West
Score: 25-13

South vs. North
Score: 20-16

South vs. Central (No. 2)
Score: 19-15

South vs. East (No. 2)
Score: 23-15

South vs. West (No. 2)
Score: 22-11

South vs. North (No. 2)
Score: 10-11

The South-Dunwoody Game

Although outweighed, the South High basketball team defeated the Dunwoody five in the first practice game of the season. The score was 26-18. The South quintet had Dunwoody outclassed from start to finish. Rough play and slightly ragged teamwork featured the game.

Captain Nodell was easily the star of the game. Sidney Heier also deserves credit for his performance during the last half.

Coach Williams was satisfied with the South boys' playing, though he expected to improve the teamwork and tried to banish the overconfidence prevailing at the time.

The South-Blake Game

Shooting baskets with unusual accuracy, the South quintet downed Blake School in a lopsided contest. The score was 47-7.

Up against one of the strongest basketball fives in the city, the Blake boys, outweighed and outplayed, put up a brave fight.

Lupe, while he played, led the Williams' players, shooting baskets from all over the floor with unerring accuracy. Later in the game, Cleve found himself and caged the ball twice in rapid succession from a difficult backward angle.

The splendid South offense and teamwork completely fooled the young men from Hopkins. Blake had many chances to score, but failed to locate the basket effectively.

The South-Central Game

In the first game for the city championship, the Central High basketball team defeated South in a close, hard-fought game.

The fact that Nodell was not in the South lineup probably had an effect on the South boys' showing. They played well and fast, and their teamwork equaled that of Central; but Central, profiting by the breaks of the game, was able to win by three points.

Breaking up many of Central's plays and playing a fine offensive game, Glenn Morrison carried off the honors for the South tribe. Cleve was not far behind his teammate, for he caged most of the tallies for South.

Martin Norton was the individual star of the game. He played a brainy game, counting 14 of Central's 18 points.

In the first half, with Cleve and Norton starring for their respective clans, South held the edge by superior playing. Although Central had several chances to score, poor shooting left South in the lead by two points at the end of the first half.

In the first quarter of the last half Central showed her real class. By excellent teamwork and the individual playing of Norton, the Central five ran

through the whole South team for several scores. Heier took Lupe's place and stopped the scoring for the third period.

The third quarter was a series of stalls by Central and an attempt to score on South's part. Although the fighting was carried on in Central territory most of the time, the South boys were not strong enough to score. The game ended with the score 18 to 15 in favor of Central.

The South-East Game

Playing on their own floor, the South High quintet defeated the East High five in the second game of the city race, by a score of 27-7.

As the score indicates, the unlucky Eastsiders were completely outclassed, outplayed, and outguessed. The Williams' boys did not at any time have to exert themselves to score. Their teamwork was nearly perfect, many times working the ball through the entire Red and White team to score a counter. Protteau saved East from disgrace by scoring seven out of nine free shots. The Red and White did not score a single field goal.

As a prize fight the game should have drawn a fine gate. Cleve, Morrison and Nelson of South were warned by the referee several times before they decided to let Jack Dempsey reign supreme.

The first quarter was just a game of "toss it in" with Morrison caging the ball and Cleve breaking up East plays.

The second quarter was also a cinch for South. Nodell starred in this period, receiving the ball from his mates and counting from all angles. East tried several long shots but couldn't find the hole at all.

The third quarter opened with Nodell caging another score for South. Swanbeck and Cleve, by clever passing, scored again. Captain Engen of East then dribbled through the whole Orange and Black aggregation, but he could not find the basket and East lost a chance to score.

The last quarter was a free for all fight. Cleve, Morrison and Nelson were put out for rough playing, but Heier and Lupe scored.

Nodell, although hampered by bandages, was a wizard on the floor. He held his mates together and kept them full of pep. Swanbeck at guard played a fine defensive game.

The South-West Game

Teamwork and individual ability caused the weak West High basketeers to fall before Coach Williams' finished five in a fast game at the West gym. The score was 25-13.

With the Orange and Black boys playing like a well-oiled machine, Coach Kibler's men had no chance to win at any point of the game.

Cleve and Nodell, working together, were South's best bets. Although Nodell was still bandaged, he played a flashy style of ball. Cleve, playing all

over the floor and caging long shots, had the West-siders completely fooled. Swanbeck at guard also did well, breaking up many of the Green and White plays.

In the first few minutes of play, Cleve and Nodell scored five times and completely outclassed their opponents in the first quarter.

During the second quarter the Westerners played on even terms with South, and Ogilvie tied the score.

In the latter half of the game Cleve and Nodell counted enough to assure the Orange and Black of victory. Remington worked well for West.

In a preliminary, the South second team beat the West scrubs, 15 to 7.

HERRICK HALL.

Second South-Central Game

Playing their best game, before the largest crowd that ever filled the South gym, the South High basketball team defeated the Central quint by a score of 19 to 15.

The play was swift and clean throughout the game. Heier and Nelson, who entered the game when Morrison was hurt, pulled the South boys out of a rut, and, with excellent floor work and brilliant shooting, led the Orange and Black to victory.

Norton looked best for Central, but the close guarding of Carl Swanson prevented the Red and Blue star from making a good showing.

The first quarter was slow, due to the nervous strain under which the boys were laboring. Central showed some signs of speed near the end of the period and secured five points to one for South.

Heier entered for Morrison late in the first quarter, and during the second period he put South in the lead. The half ended with South in the lead by one point.

The third period was the most thrilling quarter of the game. Both teams fought desperately to gain a slight advantage. Boyd started for Central, but Heier evened things up by a timely basket. Nelson then went in for Heier and, working with Nodell, managed to keep South in the lead by three points.

In the last quarter Norton's support failed, and Cleve cinched the game by a beautiful counter from the center of the floor. The game ended with both teams fighting hard.

Second South-East Game

In a slow game the Orange and Black shooters defeated the East Side heavers by a score of 23 to 15. The game was played in the West gym.

Taking the lead from the whistle, the South boys were never in danger throughout the game. Rough playing marred the first half, and many subs were sent in toward the end.

The last half was a little faster because of the pep displayed by the fresh subs. Both teams guarded closely, but South's offensive proved too much for the Cardinals.

Second South-West Game

Winding up the season on their own floor, the Orange and Black defeated the Green and White in a rough contest.

West scored only one field goal, due to inaccuracy in shooting and to the close guarding of the Williams' boys. Everyone on the South squad was given a chance and everyone showed up well.

Johnson scored West's only field goal near the end of the first quarter, after South had scored time and again.

The last of the game was slow. The Orange and Black five played horse-shoe with the West basket and the game ended with the score 22 to 11 in favor of South.

Second North-South Game

All South's hopes for a championship in basketball were dashed to pieces in the second North-South tussle. The game was clean, close and hot.

Both teams were on their mettle and with Cleve and Swanson starring for South, and Mason doing best for North, the game was filled with thrills and action.

The teams battled with might and main through three quarters with the game in doubt. One team would forge ahead only to be met by a counter attack which evened up the score. With only a minute of play left and South on the upper end of a 10 to 9 score, Mason of the Blue and White, made a thrilling basket, which ended the game with the score 11 to 10 in favor of North.

South High Athletic Banquet

One of the most enjoyable functions in the student life of South High this year was the Athletic Banquet, given April ninth. Two hundred students, with faculty and friends, sat together at a sumptuous dinner to honor South's veteran athletes. After gaining the cup for Appearance and Conduct at the All-State Basket-ball Tournament at Carlton, South chose this way of celebrating the achievements of the Basket-ball Team.

The dining room was beautifully set in palms, ferns, and potted plants. A stringed orchestra, hidden behind a bank of ferns, played soft music throughout the banquet. A program of songs and of toasts was given after the dinner. Mr. Charles Aller was toast-master. Mr. Jorgens, Supt. Jackson, Coach Williams, Captains Frank Cleve and Carl Swanson, Sidney Heier, and Gertrude Peterson responded to toasts.

Sweaters and letters were then awarded the veteran players who had distinguished themselves in a major sport. A program of dancing in the gymnasium filled the remainder of the evening.

Appearance and Conduct Cup Won at All-State Basket-ball Tournament

The Track Team

Although left without a captain early in the season, the 1920 track team is fast forming into what seems to be the best track team South has had in many years. Plenty of good men have reported and Coach Aller is ambitious to win one of the six silver trophies offered for track.

Arthur Olson, Lloyd Hoover, Marcus Wexman and Gordon Morrow, all last year men, are out again this year. Russell Rowe, formerly of West, a dash man, and Frank Tuttle, formerly of Duluth Central, a middle distance runner and pole vaulter, have entered South and are now in training on the track team.

The relay, long neglected, is now in good shape. Lloyd Hoover, Frank Tuttle, Thomas Everman and Russell Rowe form a quartet which should put the Orange and Black in possession of the city relay championship.

HERRICK HALL.

The Baseball Outlook

With several members of last year's champion baseball team in school ready to try out, the outlook for the Orange and Black in the national sport is bright and promising.

"Lefty" Loken and Carl Swanson, veterans and star pitchers, are back with the same baffling curves that they had last year. Stanley Lee, Van Duzzee, Frank Cleve, and Herbert Swanbeck are back trying out for the infield. Lee, Van Duzzee and Swanbeck were exceptionally good last year and will not fail to play a good brand of ball this year. Lodmill and Sieverson, both experienced men, are sure of outfield positions, and Joe Lupe is preparing to stop Swanson's "fast ones." There are also plenty of green hands who are out to learn. With plenty of school support this team should land the championship for the Orange and Black.

Wrestling Team

Probably the first high school wrestling team in the city has been formed at South High. Coach Williams is organizing this sport. He is familiar with the game as he was in charge of athletics at Fort Worth, where he organized a wrestling team.

The trick holds which will be taught the members include all the modern jiu-jitsu holds.

Gym Team

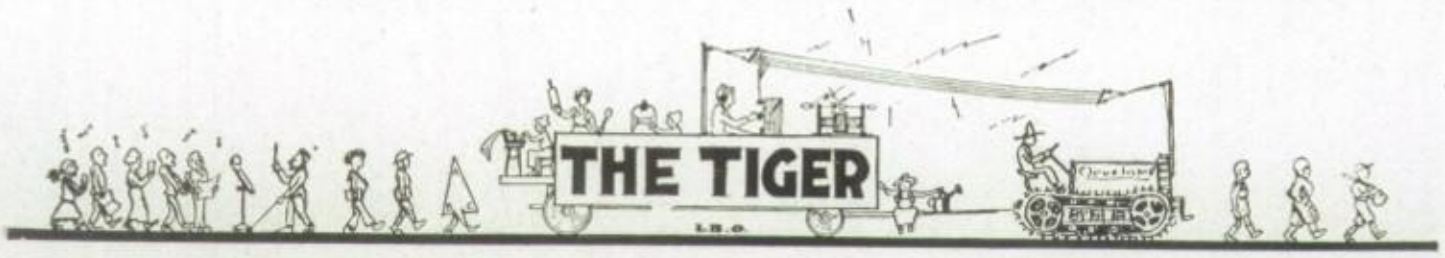
The South High Gym team, which has brought fame to South, has been revived by Coach Aller. Magna Skurdasvold, Perry Olson, of last year's team, and many new candidates are working out daily in an effort to bring another cup to South.

The team will compete in several gymnastic meets under the rules of the Northwestern Gymnastic Society.

Girls' Athletic Association

OFFICERS.

Lillian Anderson	President
Maud McGuane	Vice-President
Myrtle Johnson	Secretary
Miss Knight	Treasurer
Katherine Hernland, Evalyn Erickson .	Chairmen of Com.



The Girls' Athletic Association renewed its numerous activities this year with a membership exceeding two hundred. The spirit of co-operation present today is a source of encouragement to its leaders, and makes for success.

Volley-ball was one of the first attractions. Freshmen, Sophomores and upperclassmen were represented. The Freshmen team played well and now have good prospects of becoming future champions. The game between the Freshmen and the upperclassmen was the closest game of the season. The upperclassmen won.

Good weather brought out many girls for hiking. The tramp to the reservoir was an interesting event—for the three girls who finished it. More successful hikes were made to Minnehaha creek, Columbia Heights, the "U," and Minnehaha park.

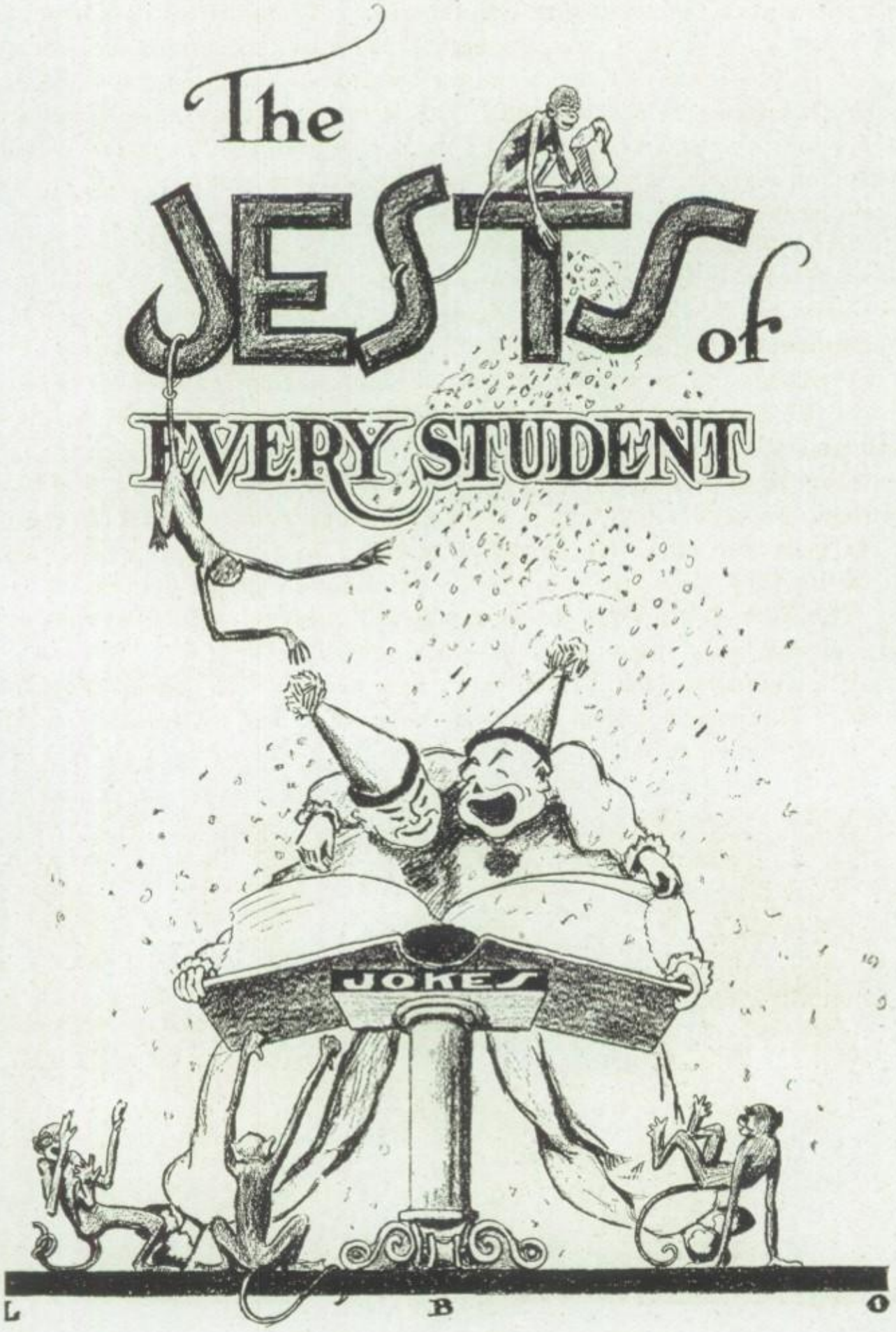
Plans for the formation of a swimming club are now under way and, as this is the first attempt to organize a club of this nature, the girls are very enthusiastic and eager to earn the points that will be awarded.

One of the events of the year will be the track meet in March. Only those girls who have taken part in meets can appreciate the fun in them. None of the girls who have won numerals or chevrons are champions—all are amateurs, but they have bright hopes for the outcome of the contest.

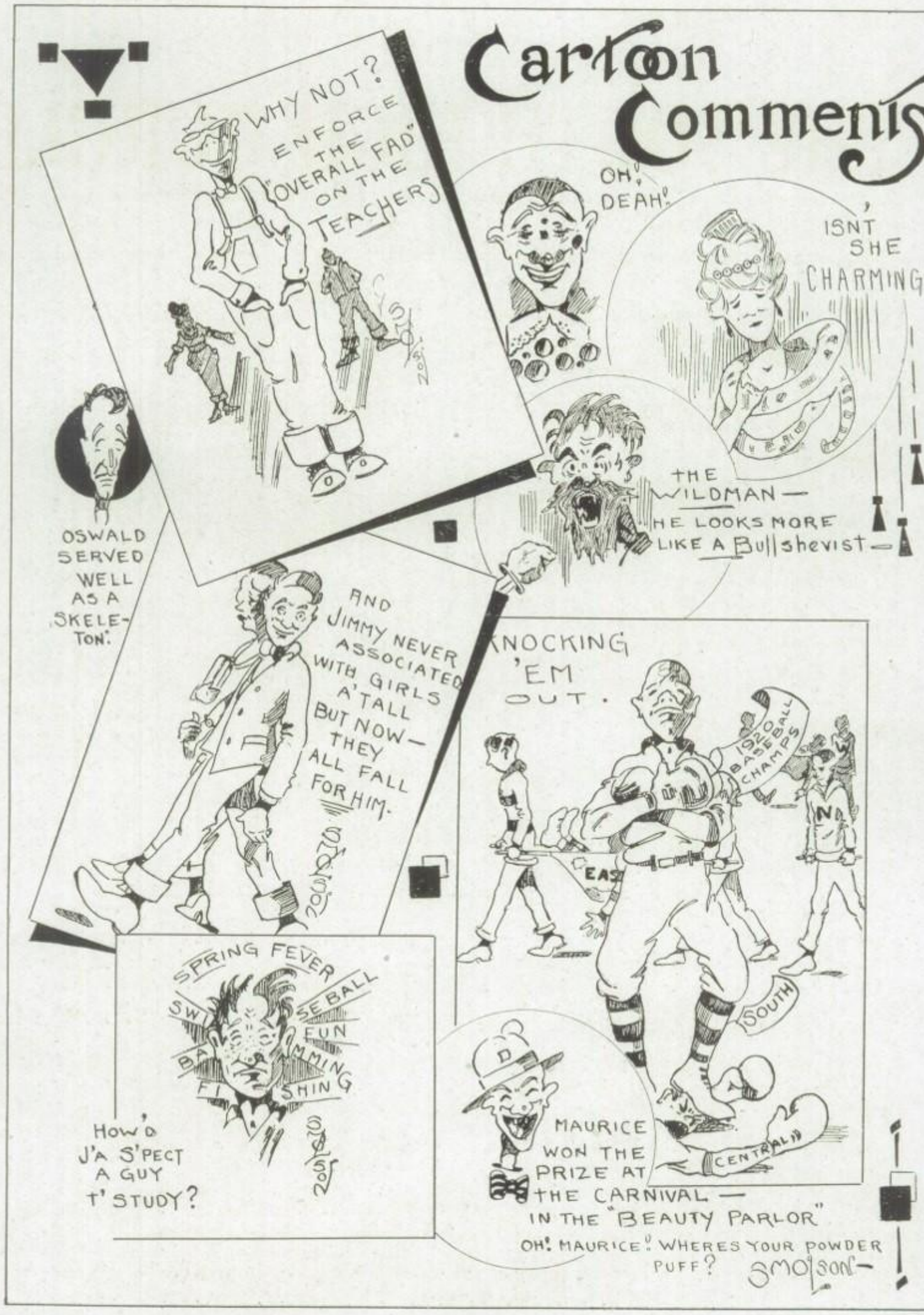
The G. A. A. provides for three parties a year, in order that new members may become acquainted with the older ones.

The club awards an "S" to every member who has earned seven hundred points. There are only two girls who have won "S's." They are Irma Iverson and Evalyn Erickson.

Skating Club


The
JESTS of
EVERY STUDENT
JOKES
L
B
O

Cartoon Comments



THE SOUTH HIGH GURGLE

PUBLISHED IN SPASMS Volume 00 APRIL FOOL

Weather Report. Good weather as far as Minneapolis; but that's as far as good weather is expected to go.

MISS HOLTZ LEARNS TO DRIVE CAR.

Driving a Paige is quite different from driving a Ford. So Miss Holtz found out a few days ago. When the front wheels of her Ford caved in and her left hind wheel gave way, she bought a Paige.

Though she thought she knew all about a car, she found out differently. The Paige has gears and everything, even an engine. It was easier to drive her car. It took her only two weeks to learn to steer and shift gears.

The other day she took Hilgie out to show him how well she could drive. She got the car started, and they drove down the river drive. When she wanted to stop the car, she found that she had forgotten how. She had to drive until her gas gave out. Altogether, they drove about a hundred miles.

Afterwards Hilgie told her that he could have stopped it had she asked him.

ACCIDENT AT SOUTH.

While playing the piano in the auditorium at lunch period the other day, Louise Bergstrom slipped off the stool and struck her head on the pedal. She did not hurt herself much as she hit the soft pedal.

HARD LUCK FOR LENNY.

Leonard Johnson, one of the lights of South, did a foolish thing a while ago. He bought his girl a ring with her first name engraved therein. Last week she returned the ring.

For the last week Lenny has been hunting around for another girl. If he gets one with a name like that in the ring he's all right. If not, he loses the ring. He has found no one as yet, except a girl whom he does not know. There is a Freshie with the right name but Leonard thinks she's too small.

It's a hard world, isn't it, Lenny?

IMPROVEMENTS AROUND SOUTH. (EDITORIAL)

In the twenty-five or thirty years of South's existence, "The Gurgle" has not mentioned public improvements around the building, principally for the reason that this paper has never been published before. So now we deem it necessary to lay before you a plan whereby South High may be improved to a much greater extent than ever.

First, we must replace "the Store." Teachers are very touchy about skipping classes to emigrate to that land of sweets on 24th. The student also gets into trouble on account of it. We therefore propose the following improvements:

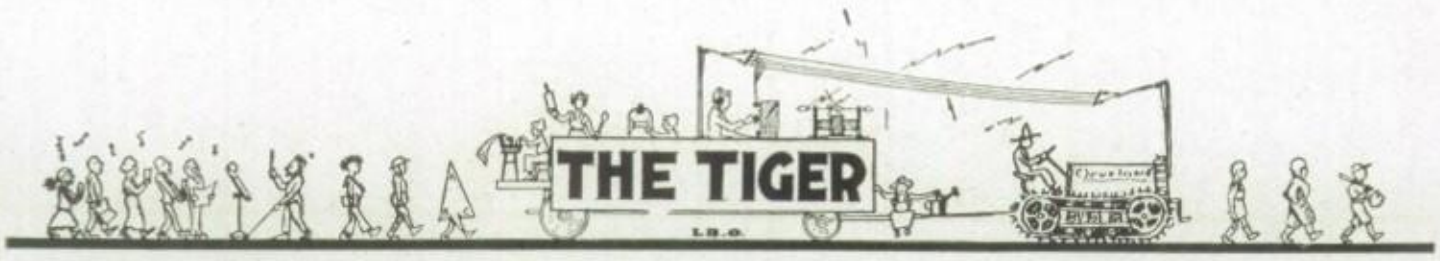
Improvement No. 1. In the spring days, when the students are forced to pass away the sunny hours in the gloom of the classroom, it seems to us that their time would be spent with more pleasure reclining on the sweet, green grass or disporting themselves in the refreshing coolness of a swimming pool.

Improvement No. 2. In the winter, when we are obliged to study evenings so we cannot skate, why cannot we spend our vacant periods on a special rink in the immediate vicinity? It may be too cold to go over to the Store but not too cold to skate.

We submit these improvements to the broad minds of the authorities, hoping that they will give them due consideration. Any suggestions or plans for the further improvement will be willingly received in our office.

FRIENDLY TALKS TO TEACHERS.

Good teachers are born, not made. But still, we believe that even some works of nature can be improved on. Hence these Talks to Teachers.



THE SOUTH HIGH GURGLE

THE STAFF.

Lord High Crapshooter..Sam Smilowitch
First Assistant Crapshooter
Eleanor Arneson
First Assistant Office Boy
Oscar Abromavitz
Second Assistant Office Boy
Arthur Olson
Reporter.....Gladyze Hendryxon
Note: Official office boy died from old age.

To be a successful teacher, there are some things we must do. In the first place, there is the pass system. Teachers, put forth your energies in abolishing the pass-slip system! The great thing in life is to trust your fellow men. How can you trust when every day you corral students in the hall and ask, "Have you a pass?" It is only a matter of years when, after the system of the pink terror has gained control over you, you will be mistrusting everyone and demanding from even your best friends a pink slip.

If you are an English teacher, listen. School life is beset with many troubles, too numerous to mention. The student is already overburdened with cares and studies. Be kind to him and eliminate the spelling.

Always leave library slips with your signature on your desk. Have enough so that the student may store up enough to last him a few weeks. Then, too, if he wishes to go to the "store" when he should be in Virgil, give him permission to go. If you do not, he will go without your permission, which would be much worse. Besides, think of the recreation it would furnish to his mind.

Above all, do not be lazy. When making out report cards, instead of making an F with three lines, try making it with four lines like this A. It is just as easy.

If a pupil is tardy, do not ask why. He will tell you about some street car anyway. If the student misses his first period class it isn't as bad as missing all his classes. Besides, how can you expect a person to dance till three or four in the morning and get to school in time?

Perhaps if the teachers unanimously vote to suspend the present order and follow the advice of this chat, their pay will be raised to heights unknown.

A STUDENT.

POMES EVERY STUDENT SHOULD KNOW.

THE PASS SLIP.

I will sing you a song of the pass slip;
I will tell you a tale of its woe.
I will chant you a verse of its wonder,
And relate all the things that I know.

Now, the Freshmen just meekly accept it,
And abide by the law with great care,
For, they say with a catch in their voices,
"Oh, the teacher will surely be there."

As the Sophie is just a year older,
And is full of the do and the dare,
He'll risk a walk through the hallways
Just to see if the teacher is there.

And the Juniors, so sly in their cunning,
Take a chance on the way that they'll fare;
And dodge to escape the policeman,
But, alas, they meet on the stair.

But the Senior regards it as foolish
To be bothered and nagged to despair.
He warns all those who accost him
Of Seniors they'd better beware.

LORRAINE OTTO.

ADVERTISEMENT.

Don't let any thief steal your car! Thousands are being stolen every day. Yours may be next!

By using the Sky-hi auto device you can prevent any thief from getting away with your car. We guarantee results.

When the thief attempts to start the car he unknowingly makes a connection which causes a spark in the gasoline tank. As a result he doesn't get away with the car nor does any one attempt to steal it again.

The device can be bought from Harold Hammer, its inventor.

THE SOUTH HIGH GURGLE

BITS O' NEWS.

The glee club was out singing last night and brought home a good supply of vegetables.

The wood alcohol used in the chemistry laboratory is all a fake. We went up and took a look at it the other day and didn't find any wood in it at all, not even a sliver.

"IF."

(With due apology to Kipling)

If you can rush ahead of those in line,
  And open sandwiches along the way;
If you, in selfish eagerness to dine
  Can try so hard to shove the rest away:
If you can, when you finally reach your seat,
  Into our saucer pour your cup of tea;
If you can sing, while trying, too, to eat,
  Or let your elbows on the table be:

If you can gurgle soup while all the rest
  Are sipping theirs with calmness from the spoon;
If you can eat with knives (you awful pest!)
  And nearly drive the others from the room:
If you upon the table leave your plates
  When you have left the room, your meal all done:
Yours is the scorn of all your fellow-mates,
  And—which is more—you'll be a Pest, my son!

HELEN BENNETT.

DOWN THE LINE.

I went into a restaurant
The other day
And asked the waiter,
"Have you got
Frogs' legs?"
But he was a
Clever bird
And didn't say
"No, it's rheumatism
That makes me
Walk that way."
Instead, he replied,
"No, sir,
If I had frogs' legs,
I'd croak."

ADVERTISEMENTS

Rates: One Cent a Yard

Exchange

WOULD LIKE TO EXCHANGE a couple of F's for some other mark, preferably some A's. A Student.
WOULD LIKE TO EXCHANGE my Sunday School Bible for a Caesar. Carl Swanson.
WOULD LIKE TO EXCHANGE a lead dollar for fifty cents. Miss Keatley.

Help Wanted

WANTED—Two snappy salesmen having a good knowledge of spelling to sell my spelling book in South Africa. See Miss Schureman.
WANTED—A stenographer to type pass slips for unruly students in Library. Apply Miss Davidson, S. H. S. Archives.
WANTED—Another whack at Central's football team. See Coach Williams.
WANTED—Someone to work my higher algebra lessons. Apply Leonard Johnson.
WANTED—A good alarm clock to wake me on time for school. M. Tollefson.

Lost

LOST—My shyness for girls. George Haynes.

Lost and Found

LOST—One rubber. Carl Swanson.
FOUND—One rubber. If owner will kindly lose other, it will not be necessary for me to buy a new pair this spring. Ralph Nelson.
LOST—An opportunity. Annie Body.
LOST—All hopes of graduating. Leo Ganyaw.
FOUND—The key to her heart. Arnold Andresen.

For Sale

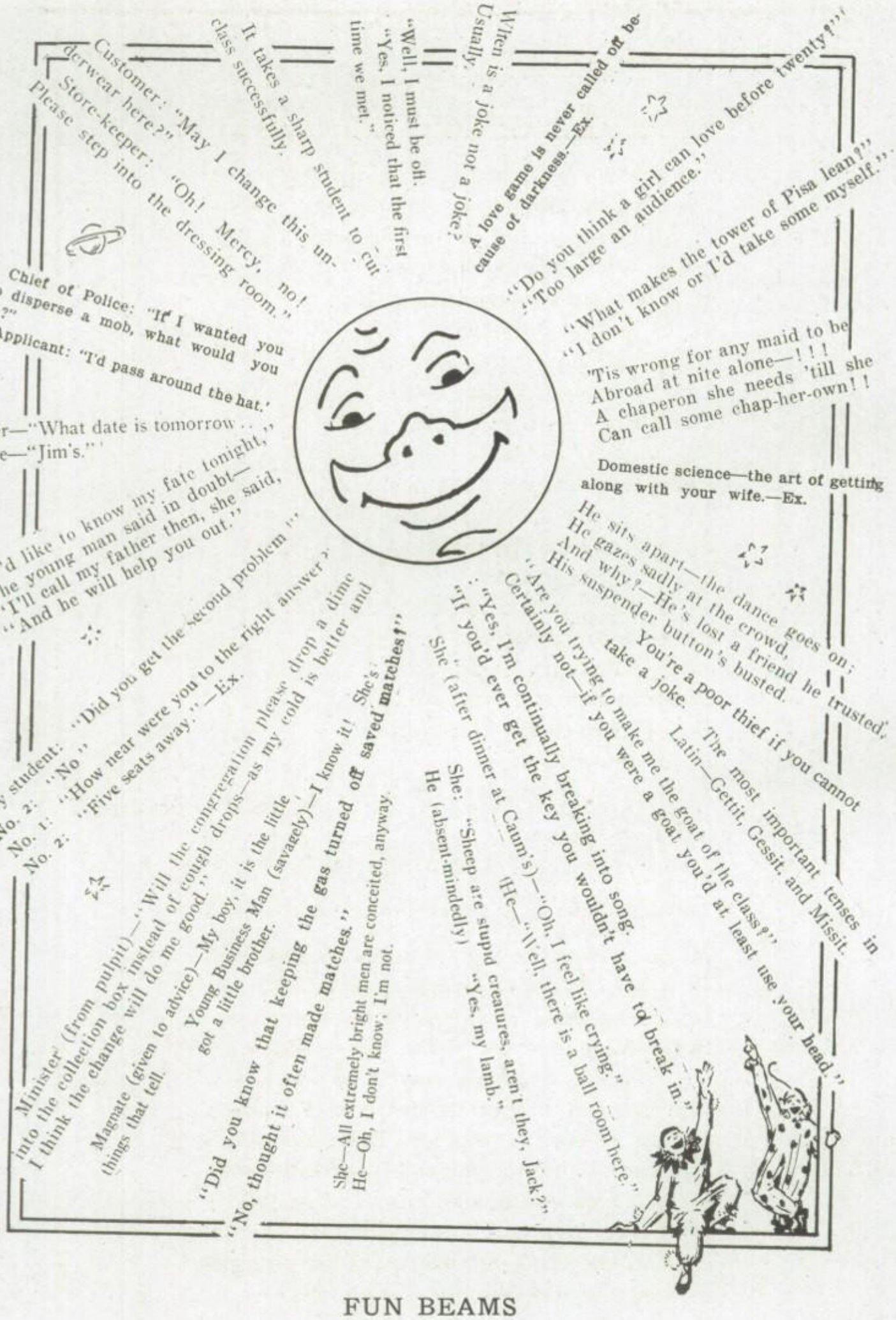
FOR SALE—One well-worn dictionary. Indispensable in preparing speeches. Alf Sundeen.
FOR SALE—One bottle of black hair dye, only partly used. F. Hilgendorf.
FOR SALE—My excellent supply of excuses for coming late.
FOR SALE—My ability to bluff.

Wanted

WANTED—A higher Algebra pony. Walter Hagen.
WANTED—A zero, just to see what it would feel like. Dorothy Hanna.
WANTED—Somebody to take Clyde's place. Louise Bergstrom.

Exchange

WOULD LIKE TO EXCHANGE my school books for a season ticket to all the dances. Caroline Boelter.
WOULD LIKE TO EXCHANGE my Ford runabout for a Pierce-Arrow limousine.
WOULD LIKE TO EXCHANGE one empty Bevo (?) bottle for a full one. Sam Smilovitch.


"Do you think a girl can love before twenty?"
"What makes the tower of Pisa lean?"
"I don't know or I'd take some myself."
"Too large an audience."
A love game is never called off because of darkness.—Ex.
When is a joke not a joke?
Usually.
"Well, I must be off.
"Yes, I noticed that the first time we met."
It takes a sharp student to cut class successfully.
Customer: "May I change this underwear here?"
Store-keeper: "Oh! Mercy, no! Please step into the dressing room."
Chief of Police: "If I wanted you to disperse a mob, what would you do?"
Applicant: "I'd pass around the hat."
Her—"What date is tomorrow . . ."
She—"Jim's."
"I'd like to know my fate tonight,
The young man said in doubt—
"I'll call my father then, she said,
"And he will help you out."
'Tis wrong for any maid to be
Abroad at nite alone—!!!
A chaperon she needs 'till she
Can call some chap-her-own!!
Domestic science—the art of getting along with your wife.—Ex.
He sits apart—the dance goes on;
He gazes sadly at the crowd,
And why?—He's lost a friend he trusted,
His suspender button's busted.
You're a poor thief if you cannot take a joke.
The most important tenses in Latin—Gettit, Gessit, and Missit.
"Are you trying to make me the goat of the class?"
"If you were a goat you'd at least use your head."
Certainly not—if you were a goat you wouldn't have to break in."
"Yes, I'm continually breaking into song.
"If you'd ever get the key you wouldn't have to break in."
She (after dinner at Caum's)—"Oh, I feel like crying."
He—"Well, there is a ball room here."
She: "Sheep are stupid creatures, aren't they, Jack?"
He (absent-mindedly) "Yes, my lamb."
She—All extremely bright men are conceited, anyway.
He—Oh, I don't know; I'm not.
"Did you know that keeping the gas turned off saved matches."
"No, I thought it often made matches."
Young Business Man (savagely)—I know it! She's got a little brother.
Magnate (given to advice)—My boy, it is the little things that tell.
Minister (from pulpit)—"Will the congregation please drop a dime into the collection box instead of cough drops—as my cold I think the change will do me good."
No. 2: "Five seats away."—Ex.
No. 1: "How near were you?"
No. 2: "No"
Any student: "Did you get the second problem?"

The Poets' Corner

Thanatopsis of John Barleycorn

Yet a few days, and thee (old souse),
The all-beholding Cop shall see no more
On all his beat; nor yet in the cold
Cellar where thy dark form
Was laid with many sighs. Nor
In the embrace of ocean
Shall float thy empty bottles—
Law that fostered thee shall
Claim thy 4% to be again
Resolved to alcohol—
And, lost each alcoholic trace,
Surrendering up thy Kick,
Shalt thou go to be forever
Drunk as Near Beer,
To be the companion to the
Kickless Soda Pop and to the
Sluggish Sundae which the
Small boy downs with great
Gusto and relish. The thirsty
Must send abroad—
If they would drink!

HAROLD KELSEY

Hamlet's Soliloquy

(When a schoolboy in the Danish High School)

To pass, or not to pass—that is the question;
Whether 'tis nobler in the mind to loaf
And get a flunk, or burn the midnight oil
For but a paltry "A." To fail—to flunk.
To worry no more o'er next year's toil,—
'Tis a consummation devoutly to be wished.
To fail, to pass:—to pass! But on condition!
Ay, there's the rub, for when we've passed
Beyond this grade, who knows what toil
May greet us then?
That is the thought that keeps us plugging.
For who would bear the daily grind,

The algebra, the history, the English,
And lunch-room cutlets, too, when
He might his finish spell,
With books? Who would stand
This but that the fear of something
After passing, and irate parents'
Stern inquiries: "Why these marks?"
Makes us toil hard enough to pass
In safety. Thus enterprises of great
Pleasure and importance—the skating pond,
And hops, and parties, are by lessons
Turned away, and lose the name of action.

FRANK JOHNSON

To You Who in the Love of English

To you who in the love of English hold
Communion with instructors, they speak
A various language. For your gayer hours
They have a voice of eloquence, and grammar,
And smoothness of sentences, and they glide
Into your darker musings, with foreign
But musical words that steal away
Their sharpness, ere you are aware. When thoughts
Of the last bitter test come like a blight
Over thy spirit and sad images
Of low marks and D's and fails,
And teachers' rebukes and future prophecies
Make thy boots to quake, and creak in the toes:—
Go forth to the open Aud. and list
To the band's melody, while from all around—
The seats and posts, and the height of stage—
Comes:

With a bevo, with a bivo!
With a bevo, bivo, bum!
Boom! Get a rat trap bigger than a cat trap!
Boom! Get a cat trap bigger than a rat trap!
Boom! Boom! Boom!
Sis boom bah!
South Side High School! Rah! Rah! Rah!

First There's a Scramble for News

Then There's a Scramble to Make Up the Dummy

Then There's a Scramble Among the Students

When Everything's Scrambled, Everybody's Happy

GETTING OUT THE SOUTHERNER

All the School's a Stage

All the school's a stage
And all the boys and girls merely players.
They have their exits and their entrances,
And one pupil in his time plays many parts,
His acts being four ages. At first the Freshman
Fearful and sobbing for his mother's arms.
Then the whining Sophomore, with his books
And dirty morning face, yelling like a hoodlum
On his way to school. Then a Junior
Full of strange slang and dressed like a dude,
Zealous in love, sudden and quick in speech,
Seeking the bubble reputation
Even with a flunking mark. Last scene of all
That ends this joyous, eventful history—
The Senior, sans knowledge, sans sense, sans everything.

MARGARET WOODS

The Skipper's Soliloquy

O, that this too, too long period would end,
Fade and resolve itself into the next!
Or that the Faculty had not fixed
Rules against skipping classes! My! O My!
How many, wise and obdurate
Teachers there are around the halls!
Alas! Alas! It is a bearded history teacher,
That asks me for my pass.

(The writer was put to death at this point)

The Last Will and Testament of a Senior

To an incoming Freshman, I bequeath my blue speller, which has guided me through my uneventful career. It has saved me many a pitfall, and if the verdant Freshman should desire to enhance the beauty of his rhetoric, I would advise him to take advantage of this document, "the Schureman Speller."

My pencil, which has helped sustain me through many a hungry hour, I will to some world-wise Sophomore. It has served me many a delicious chew during those long, tedious minutes before the joyful sound of the lunch-period bell.

To a Junior, I leave my pink pass-slip, which has protected me through the halls. This beautiful pink piece of paper may guide some love-lorn Junior, who goes sighing through the halls, from anything so worldly as the vicious and cruel hands of the "Cop," who stands in the halls waiting for her prey.

Kid Day Seniors

The Singers

Ouch!

Some Bunch

The Wedding

Nice Old Ladies

In The Days of Real Sport

The Family

3 Old Maids of Lea

Ruthless Rhymes

A's for the Ages we've spent with our books,
Wrinkling our brows 'till we've spoiled our good looks.

B's for the Band, whose melodious tooting
Helps quite a bit at the games when we're rooting.

C's for the Classes we skip every day.
When they don't catch us we feel rather gay.

D's for the Dances, which students adore.
Dancing 'tween classes would lessen the bore.

E's for Exams. We like them so well;
We hate to stop writing when we hear the bell.

F's for the Flunks, which we get much too often;
They're nails in our good reputation's coffin.

G's for the Glee Club, whose music melodious,
Makes us forget everything that is odious.

H is for Hunger, which all of us feel
Long 'fore the fifth period bell starts to peal.

I is for Illness, the prince of excuses,
Which many a time e'en the best student uses.

J's for the Joy that we feel when they say
That school is dismissed for the rest of the day.

K's for the Knowledge learned Seniors possess.
They know half as much as the Freshmen, or less.

L's for the Lunchroom, where soups, meats, and fishes
Are served in a way that is really delicious.

M's for Mathematics, the students' bugbear,
Which terrifies them and raises their hair.

N's for the Nights when we cram for a test;
When seldom we have e'en a minute of rest.

O's for the Odors around 308
Of sulphur, and chlorine, and sodium sulphate.

P's for the Parties. Oh, long may they live!
One every week so much pleasure would give!

Q's for the Questions we ask about things
To bluff our dear teacher until the bell rings.

R's for the Rattles our freshmen will need
If they keep getting smaller at the same rate of speed.

S is for Southerner, which you can see
Is full of school gossip, for you and for me.

T's for the Tiger, the best book that's printed.
You'll think so, when at its pages you've squinted.

U is for Unity, which, in our class,
We hear is allied with coherence and mass.

V is for Vergil, the Senior's Delight.
They love it so much that they study all night.

W is for Who? When? Where? and Whence?
If you can't answer these, you surely are dense.

X stands for quantities that are unknown.
When we must find them, our fates we bemoan.

Y's for the Years that we've spent at South High.
We'll never forget them, though ages roll by.

Z is for Zeros, which often enough
We get when we fail to put over a bluff.

HELEN BENNETT.

Around The School

Fed and happy

What are we coming to ?

The Professor

Three sisters

pass please

All good fellows

Let's go

Faculty Snap Shots

Summer art school

A Victory smile

On Pike's Peak

Help wanted

Summer school frolics

Mr Hanson comes marching home

Kissing the Blarny stone

Sport clothes

"All set Aller?"

Museum of Natural and Unnatural Curiosities

Exhibit No. 3160. The Schureman Loving Cup, now in the hands of the Seniors, wrested from the Juniors in two decisive battles.

Exhibit No. 3161. Weapon of offense in the battle for the Schureman Cup. Missiles hurled from this by the seasoned warrior, Miss Lindholm, bit deep in the flesh of both the engaging sides.

Exhibit No. 3162. Picture of Mr. Parrish before the radical change in his facial appearance. This remarkable photo was snatched from the ruins of his former life.

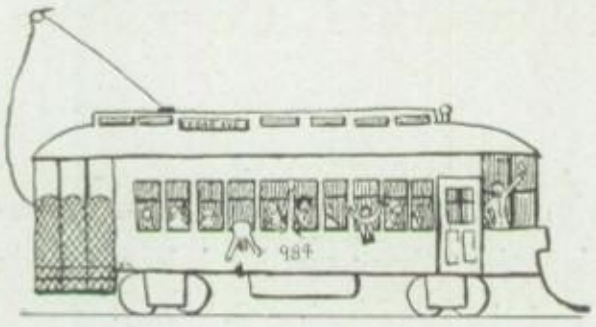


Exhibit No. 3163. Cedar Avenue Car, reported to have made the record run from Lake Street to South High in the space of two hours, fifty-three minutes, and six and a half seconds.

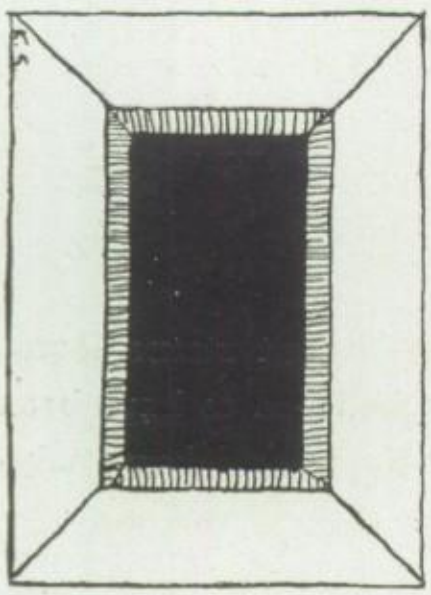


Exhibit No. 3164. The only photograph of South High in the dead of night.

Exhibit No. 3165. The Elevator. The object of the Freshies' quest the first few days of every term.

Exhibit No. 3166. Prehistoric stone tablet from which the Tiger got its jokes. This was unearthed in the ruins of the waste basket.

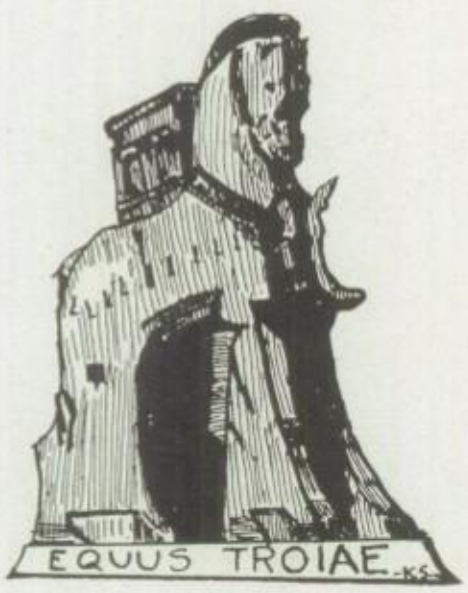


Exhibit No. 3167. Ancient statue found in the ruins of Troy, believed to have been the original Pony for Roman children studying Vergil.

Exhibit No. 3168. Cage which has held the Tiger through all generations.

Acknowledgment

Thanks are due the following for valuable assistance in compiling this book:

The members of the English department who submitted student work for consideration.

Misses Gilman, Lucas, Fish, Ferguson, Cotton, and Mr. Jorgens, for articles written by them.

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The students who took subscriptions.

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Mr. Ira B. Gorham, of the Bureau of Engraving, Inc., for his co-operation and interest in the book.

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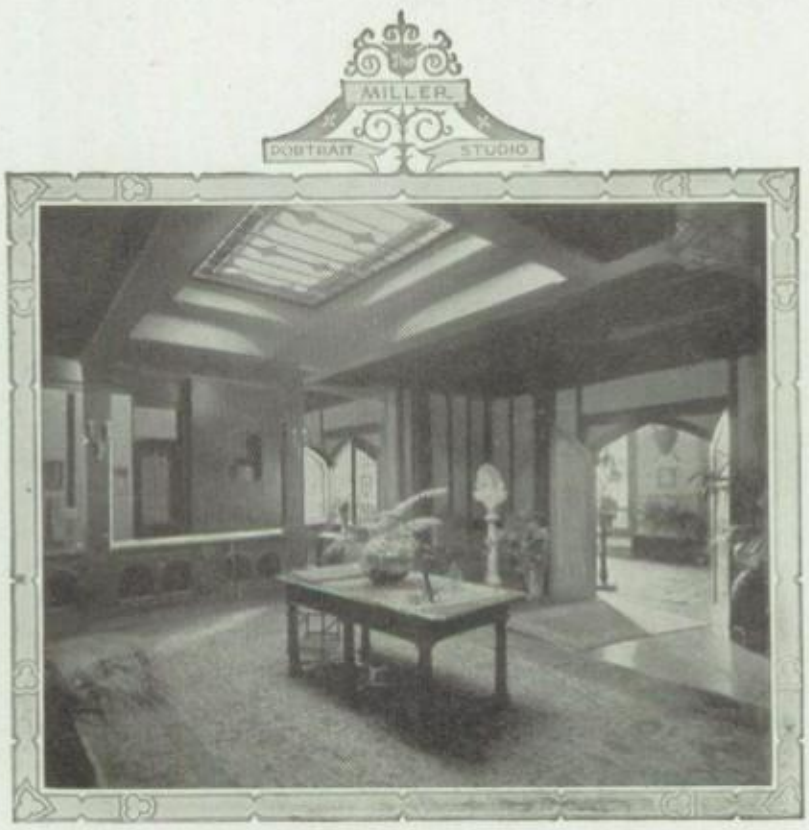

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